DOCUMENT RESUME

ED 284 379	EC 192 796

AUTHOR	Kelker, Katharin; Hagen, Michael
TITLE	Parents and Transition: A Self-Teaching Workbook.
INSTITUTION	Montana Center for Handicapped Children, Billings.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Jul 86
CONTRACT	300-83-0192
NOTE	200p.; For related document, see EC 192 797.
AVAILABLE FROM	Montana Center for Handicapped Children, 1500 North 30th St., Billings, MT 59101-0298 ($8.00 includes $2.00 shipping and handling).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Adaptive Behavior (of Disabled); Adolescents; Coping; Daily Living Skills; *Developmental Disabilities; Leisure Time; *Normalization (Handicapped); Parent Education; Parent Materials; Parent Responsibility; *Parent Role; Rehabilitation; Secondary Education; *Severe Disabilities; Social Adjustment; *Transitional Programs; Vocational Adjustment; Young Adults
IDENTIFIERS	Montana; *School to Work Transition

ABSTRACT

This self-teaching workbook is designed to provide parents of developmentally disabled adolescents with basic information about the transition of severely handicapped youth from secondary school into community living. An initial parent quiz is followed by six chapters which address the following topics: (1) "What Is Transition?"; (2) "The MESH (Montana Model for Education of the Severely Handicapped) Model for Transition"; (3) "Parent Roles in Transition Planning"; (4) "Parents and the Individual Education Program"; (5) "Transition Issues" (family decisions, financial planning); (6) "The Big Step" (educational or training opportunities, vocational options, living arrangements, recreation and leisure options). Each of the six chapters is divided into individual lessons which focus on a particular topic, followed by written exercises. A bibliography concludes each chapter. An extensive glossary and sample planning forms comprise the two appendices. (JW)

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PARENTS AND TRANSITION: A SELF-TEACHING WORKBOOK

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JULY 1986

These materials have been developed by:

THE MONTANA CENTER FOR HANDICAPPED CHILDREN
MONTANA MODEL FOR EDUCATION OF THE SEVERELY HANDICAPPED
UNDER U.S.D.E. CONTRACT #300-83-0192
JULY 1983 - JUNE 1986

EC192796

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PARENTS AND TRANSITION: A SELF-TEACHING WORKBOOK

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

PREFACE

PARENT QUIZ

CHAPTER 1: WHAT IS TRANSITION? 1

CHAPTER 2: THE MESH MODEL FOR TRANSITION. 25

CHAPTER 3: PARENT ROLES IN TRANSITION PLANNING. . .41

CHAPTER 4: PARENTS AND THE INDIVIDUAL EDUCATION PROGRAM. 54

CHAPTER 5: TRANSITION ISSUES. 71

CHAPTER 6: THE BIG STEP 83

APPENDIX A: GLOSSARY

APPENDIX B: PLANNING FORMS

ACKNOWLEDGEMENTS

The authors would like to thank Field Trainers Terri McRae and Greg Allard and all of the parents who participated in field testing the materials in this workbook. Their suggestions were instrumental in helping us to develop more practical and informative explanations of transition. We are also grateful to Special Education Cooperative Directors Steve Smith (Hardin), Vern Barkell (Yellowstone/Carbon Counties) and Mike Ferrell (Chinook), and to Special Education Director Gary Garlock (Billings Public Schools) who assisted us with contacting parents and setting up training sessions.

Credit should also be given to Alice Keller, Gail Leonard, and Tracy Vandeventer who assisted with the format, editing and preparation of the final manuscript.

Katharin Kelker
Michael Hagen

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

PREFACE

This self-teaching workbook is a product of a federally sponsored project, the Montana Model for Education of the Severely Handicapped, conducted for a three year period by the Montana Center for Handicapped Children. The workbook is intended to provide parents with basic information about transition and the MESH Model for transition planning. The format is designed for parents to use on their own or with other parents in workshops or parent support group meetings. Parents can read the workbook as a whole or work on individual chapters or lessons which are of particular interest. Bibliographies on transition and planning for the future are included, as well as a glossary of transition terms.

Parents who complete the entire workbook should gain a working knowledge of transition and should be aware of the issues involved in planning for the future of a child with handicaps.

PARENT QUIZ

The following statements are designed to find out how much you know about the subject of transition--the movement of handicapped youth from secondary school into community living. Read each sentence and then indicate whether you think it is true or false. When you are finished, check your answers against the answer key that follows. Taking this quiz will give you an indication of the extent of your current understanding and knowledge about transition issues.

1. Many special education students require no special assistance to make the transition from school to work. TRUE FALSE

2. Family social connections are an ineffective means for a handicapped student to get a job. TRUE FALSE

3. Transition IEP's may require teachers to teach functional skills in the community. TRUE FALSE

4. In transition planning, special educators are sometimes asked to avoid contact with community agencies. TRUE FALSE

5. Transition planning can be included as part of the three-year re-evaluation process. TRUE FALSE

6. The MESH Model is applied only to the transition from secondary school to work. TRUE FALSE

7. The three phases in the MESH Model are planning, training, and employment. TRUE FALSE

8. The long range goal of transition planning is complete normalization of the handicapped person. TRUE FALSE

9. The MESH Model can only be used for severely handicapped individuals. TRUE FALSE

10. The IEP is a unique feature of P.L. 94-142. TRUE FALSE

11. The IEP is a powerful document because it requires school districts to accomplish certain goals with students. TRUE FALSE

12. Related services must be provided if they are necessary for a student to benefit from academic instruction. TRUE FALSE

13. Parent counseling and training can be a related service under P.L. 94-142. TRUE FALSE

14. If a family is considering sterilization of a handicapped child, the family should consult legal counsel. TRUE FALSE

15. In most states, disabled individuals must meet additional requirements to obtain a marriage license. TRUE FALSE

16. Voting rights cannot be limited for disabled individuals except by specific guardianship agreement. TRUE FALSE

17. To be eligible for services from vocational rehabilitation an individual must be handicapped and must have some reasonable expectation of engaging in gainful employment. TRUE FALSE

18. Supported work is a type of employment specifically designed to meet the needs of mildly handicapped individuals. TRUE FALSE

19. SSI payments are cut off as soon as an individual accepts fulltime employment. TRUE FALSE

20. Some state governments insist that trust monies be spent first for a person's care before any public monies are provided. TRUE FALSE

HOW DID YOU DO?

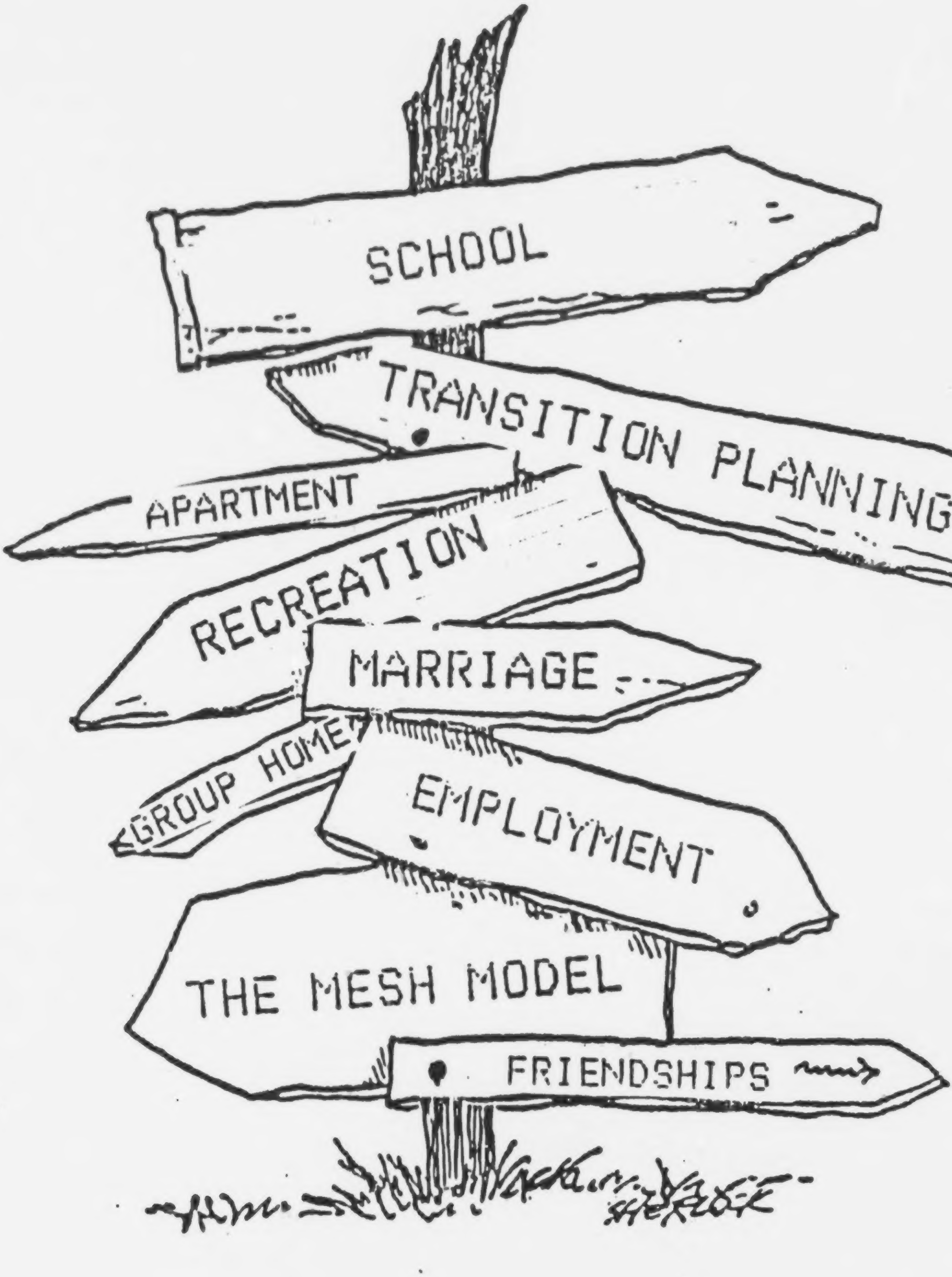
1. TRUE
2. FALSE
3. TRUE
4. FALSE
5. TRUE
6. FALSE
7. FALSE
8. FALSE
9. FALSE
10. TRUE
11. FALSE
12. FALSE
13. TRUE
14. TRUE
15. FALSE
16. TRUE
17. TRUE
18. FALSE
19. FALSE
20. TRUE

If you answered 18 or more questions correctly, congratulations. You are well informed on the subject of transition. You may want to share this workbook with other parents who are learning about transition issues for the first time.

If you answered 12 to 17 questions correctly, you have some good but incomplete knowledge of transition issues. This workbook should be helpful for filling in the gaps in your understanding of transition.

If you answered less than 12 questions correctly, this workbook should be very helpful to you. Read through each chapter and do the exercises after each lesson. Some of the exercises are more useful if done in a small group, so you may want to complete the workbook with some other parents. When you have finished the workbook, retake the quiz to see how much information you have gained.

CHAPTER 1: WHAT IS TRANSITION?


SCHOOL
TRANSITION PLANNING
APARTMENT
RECREATION
MARRIAGE
GROUP HOME
EMPLOYMENT
THE MESH MODEL
FRIENDSHIPS
SHERLOCK

CHAPTER 1: WHAT IS TRANSITION?

INTRODUCTION

Transition is a term which is now being used by professionals in special education. The term refers to the movement of special education students from school into the community. Transition has become an issue because there is evidence that, when special education students leave school, they are not always prepared to meet the demands of getting a job, finding a place to live, and becoming a functioning adult in the community. For example, the Office of Special Education and Rehabilitative Services in Washington, D.C. has estimated that between 50 and 75 percent of working-aged disabled people are unemployed. If the value of special education is measured by how successfully it prepares students for their future lives, then special education is clearly not as effective as it should be. Failure to plan for the transition from school into the community can result in graduates who are unable to function in the real world.

Lesson 1: Why Plan for Transition?

Special education students are individuals with learning problems who have difficulty keeping up with regular education programs. When students are identified as handicapped and in need of special education, the assumption is that they will be taught differently. In the field of special education, teachers have developed a number of teaching methods which suit the unique needs of their students. But these methods do not necessarily speed up the process of learning. The hard fact is that there may not be enough time for a student to reach total competence in all skills. School ends at age 18, 21 or 22, and students must then begin to cope with the requirements of adult living, whether they are prepared or not.

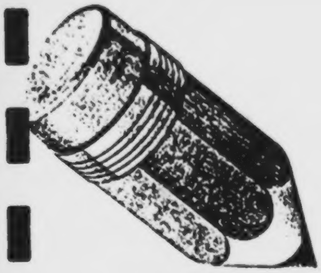
Because a special education student's time in school is limited, it is important to spend that time wisely. Priority must be given to learning skills which the student needs to function in the real world. In order to set priorities for the student's time, it is important for parents and school staff to plan carefully for the student's future.

In the past, much of what a special education student learned was determined by the academic program in regular education or by the sequence of skills that make up "normal" development. For example, a learning disabled student may be working on reading skills at the fourth grade level, even though he is fifteen years old and attending high school. He is proceeding step by step through the academic curriculum at a pace which he can master. The question is: Will he learn enough by the time he finishes high school so that he can get a job and live independently? Would his time be better spent on some skill other than fourth grade reading?

Similar questions can be asked about the program for a high school student with severe mental retardation. If that student is working on identifying primary colors and has been working on that developmental skill for several years, the question can be asked:

Will this student learn enough by the time he finishes school to get a job and live as independently as possible? Would his time be better spent on some other task more related to real life activities?

Planning for transition involves looking at the skills a student will need to become a functioning adult and designing a program which develops those skills during the time that the student has in school.



EXERCISES

Exercise 1

Without referring to the text, complete the following sentences in your own words.

1. Transition means ____

    ____

    ____

    ____

2. Special education should prepare students to ______________

    ____

    ____

    ____

3. We should plan for transition because ___________________

    ____

    ____

    ____

4. At age 18, 21 or 22, special education students must ______

    ____

    ____

    ____

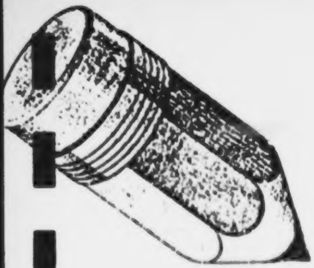
How Did You Do?

1. Transition means the movement of special education students from school into the community.

2. Special education should prepare special education students to meet the demands of getting a job, finding a place to live, and becoming a functioning adult in the community.

3. We should plan for transition because special education students do not have an unlimited amount of time in school. The time they have in school should be spent wisely, so that students learn skills which prepare them for adult living.

4. At age 18, 21 or 22, special education students must begin to cope with the requirements of adult living, whether they are prepared or not.



Exercise 2

The following statements and questions are designed to help you explore your values and attitudes. There are no right or wrong answers. Think through these issues and respond with your ideas.

1. Mentally retarded adults are really more like children. True or False? Why?

____

____

____

____

2. A parent says: "The future will take care of itself. I've got all I can handle with this kid right now." How would you respond? Agree or Disagree? Why?

____

____

____

____

3. State government should be prepared to take care of individuals with disabilities when they reach adulthood. Agree or Disagree? Why?

____

____

____

____

Lesson 2: For Whom Do We Plan?

Much of the research on transition has been done with students who are severely handicapped, but it is clear that students with mild and moderate types of handicaps also are faced with making the transition from school into the community. Therefore, planning for transition needs to be done for all types of special education students.

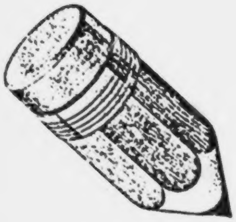
It is difficult to make general statements about special education students, since each one is unique and each has special needs which require individual planning. However, it is helpful to do some grouping of special education students in order to develop broad guidelines for educational planning. State and federal laws require that special education students be categorized according to handicapping conditions like learning disabled, mentally retarded, hearing impaired and so forth (See Glossary for definitions). Within each of these categories, there is a range of severity of the disability. In addition, some of these handicaps interfere with normal functioning more than others. It is possible, therefore, to classify handicapping conditions based upon the degree to which an individual's disability interferes with normal functioning.

MILD HANDICAPS are those which interfere the least with normal functioning. These handicaps may go undetected until a child reaches school and begins to face the academic and social demands of the classroom. Children with mild handicaps are likely to be fully capable of performing self care tasks like dressing, bathing, eating. Their communication skills and social behavior are normal or close to normal for their age. Though these children have trouble with academic subjects and some may have difficulty with appropriate classroom and interpersonal behavior, it is likely that they can be mainstreamed for some or all of their academic subjects while receiving some assistance from a resource program. Some mildly handicapped students need greater assistance with academic skills as they progress through school. Some require alternatives to academic training. When mildly handicapped students leave school, the expectation is that they will live independently, or close to independently, as adults--holding down jobs and enjoying a normal adult social life.

MODERATE HANDICAPS are usually recognized during the preschool years because the child is significantly delayed in development. Children with moderate handicaps are usually identified early and generally require special education when they enter school. They are frequently placed in self-contained classes, though they benefit from mainstreaming for social activities with nonhandicapped peers. The student with moderate handicaps learns to take care of personal needs and to behave appropriately in social situations. Many students with moderate handicaps acquire basic academic skills as well. Though moderately handicapped individuals are capable of doing many of the activities of daily living independently, they still require a degree of supervision which continues into adult life. Individuals with moderate handicaps can be employed as adults in jobs which match their abilities and for which they receive on-going supervision.

SEVERE HANDICAPS are usually evident from birth. The individual with severe handicaps requires a highly supervised environment because these individuals have difficulty developing independent skills. Some people with severe handicaps have serious physical handicaps which interfere with mobility. Others have few physical handicaps but may have serious mental and/or sensory handicaps. Some individuals with severe handicaps have a combination of physical, mental and sensory impairments.

Severely handicapped students sometimes behave inappropriately and may need special instruction to eliminate these behaviors. Severely handicapped students learn new skills, especially if those skills are taught in a concrete, repetitive fashion or if they are broken down into their smallest components, but the rate of learning for severely handicapped students is very slow. After leaving high school, severely handicapped students continue to need comprehensive care and/or supervision either in their parents' homes, group homes or in some other supportive living arrangement, possibly with attendant care. Care and/or assistance for individuals with severe handicaps is likely to be a lifetime need.



EXERCISES

Exercise 1

Referring to the text, cite three characteristics of each of the following categories of handicap:

MILD HANDICAPS

a)____

b)____

c)____

MODERATE HANDICAPS

a)____

b)____

c)____

SEVERE HANDICAPS

a)____

b)____

c)____

How Did You Do?

MILD HANDICAPS

interfere the least with functioning

go undetected until child enters school

capable of self care

communication and social skills normal (or close to normal) can be mainstreamed into regular classroom for part of school day

expectation of living independently

MODERATE HANDICAPS

handicap recognized during preschool years

educated in self-contained class

takes care of personal needs

has acceptable social behavior

learns basic academic skills

requires some supervision

must be supervised on the job

SEVERE HANDICAPS

handicap detected at birth

must be highly supervised

doesn't have independent skills

may have poor mobility

probably has multiple handicaps

may have one or more sensory impairments

may exhibit inappropriate behaviors

may lack communication skills

must have supportive living arrangement

slow learning rate

learns through repetition or by doing small parts of the task

Exercise 2

Consult the Glossary and list the eleven categories of exceptionality which are recognized by the Education of the Handicapped Act (P.L. 94-142).

1.

2.

3.

4.

5.

6.

7.

8.

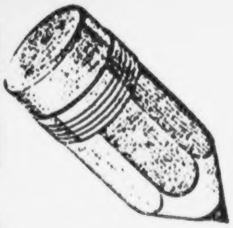
9.

10.

11.

How Did You Do?

1. Deaf
2. Deaf-Blind
3. Hard of Hearing
4. Mentally Retarded
5. Multihandicapped
6. Orthopedically Impaired
7. Other Health Impaired
8. Seriously Emotionally Disturbed
9. Specific Learning Disability
10. Speech Impaired
11. Visually Handicapped



Exercise 3

Label the following handicapped students either mild, moderate, or severe .

__________ 1. A learning disabled 14 year-old who receives special education one hour per day in the resource room.

__________ 2. An emotionally disturbed teenager who is highly withdrawn, seldom interacts with others and requires assistance for feeding, dressing, and eating.

__________ 3. A mentally retarded 16 year-old who interacts normally with nonhandicapped peers, receives academic instruction in a self-contained class, participates unassisted in art, chorus and physical education in regular classes, travels independently in the community, and benefits from community-based vocational instruction.

__________ 4. A blind student who participates in the college preparatory program in his high school and receives Braille instruction after school.

__________ 5. A multi-handicapped teenager who is learning to feed herself with a spoon.

How Did You Do?

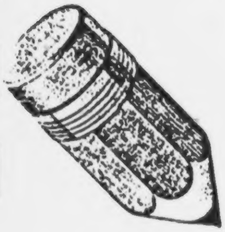
1. MILD
2. SEVERE
3. MILD (possibly MODERATE)
4. MILD
5. SEVERE

Lesson 3: What Do We Plan?

Planning for transition involves making decisions about how a student moves from school into the community. Such planning requires asking several important questions:

1. Does the student have the skills necessary to obtain employment?
2. Does the student have special needs for transportation?
3. Does the student have the social skills to behave appropriately on the job? in the community?
4. Where will the student live? At home? In an apartment? In a group home?
5. Will the student be self-supporting?
6. Will the student require supervision for some or all decision-making?
7. Does the student know how to use leisure time?
8. Will the student have friends or make friends in the community?
9. Has the student mastered independent living skills like cooking, grocery shopping, cleaning and so forth?
10. Does the student require an attendant to help with personal needs?

Answers to these kinds of questions become the basis for transition planning. The overall purpose of planning is to design an education program which prepares the student to meet the demands of adult living to the greatest extent possible. The intent is to enable the student to be independent and integrated socially into the community.



EXERCISES

Exercise 1

Number in order your choices of the five most important skills for functioning in the adult world.

__________ A. Multiplying decimals,

__________ B. Riding public transportation,

__________ C. Asking for help,

__________ D. Mastering independent living skills like cooking, cleaning and shopping,

__________ E. Making friends,

__________ F. Enjoying leisure time,

__________ G. Communicating feelings and needs,

__________ H. Displaying good work habits,

__________ I. Reading at a ninth grade level,

__________ J. Making decisions,

__________ K. Managing money,

__________ L. Being sexually responsible,

__________ M. Obtaining a job,

__________ N. Displaying good grooming and health habits,

__________ O. Choosing a marriage partner.

How Did You Do?

Answers will vary.

Lesson 4: How Does Transition Occur?

The Office of Special Education and Rehabilitative Services (OSERS) has suggested that there are three "bridges" that special education students use in transition from high school to employment in the community.

1. NO SPECIAL SERVICES.

Many special education students never require any special assistance to make the transition from their school program into employment and adult living. These students rely on their own resources or those generally available to everyone in the community. They may obtain a job though work experience gained in high school or by using family social connections to locate a job.

2. TIME-LIMITED SERVICES.

A second method for successful transition is the use of time-limited services. Time-limited services are specific services which the student may use just prior to and during the period of transition. Once the transition has been made the services stop. Vocational rehabilitation is an example of this type of time-limited service.

3. ON-GOING SERVICES.

A third bridge from school to work is on-going services that provide continuing support so that individuals with disabilities can obtain employment and stay on the job in spite of some severe mental and/or physical limitations. Supported employment is an example of a type of service which begins during the transition period and continues throughout the life of an individual.

Most special education students make the transition into the community with no services or time-limted services. Severely handicapped students are most likely to need on-going services.

EXERCISES

Exercise 1

1. What are time-limited services?

   ____

   ____

   ____

2. What are on-going services?

   ____

   ____

   ____

How Did You Do?
Time-limited services are specific services which the student may use just prior to and during the period of transition. Once the transition has been made the services stop.

On-going services are supportive services which begin during the transition period and continue throughout the individual's life.

Exercise 2

Circle either True or False.

1. Many special education students require no special assistance to make the transition from school to work. T F

2. Vocational rehabilitation is an example of an on-going service. T F

3. Family social connections are an ineffective means for a handicapped student to get a job. T F

4. Severely handicapped students are most like to need on-going services. T F

HOW DID YOU DO?
1. T
2. F
3. T
4. T

Lesson 5: When Do We Plan for Transition?

Many parents adopt the wise philosophy of taking each day as it comes. The task of raising a child with handicaps is much more manageable if parents deal with the here and now and do not waste too much time worrying about the future. The future, however, is out there. In the back of all parents' minds are nagging concerns about what will happen in the future to their child with disabilities. Parents wonder--

Will my child continue to develop?

Will my son or daughter be able to earn a living?

Will my child be socially independent?

What about marriage?

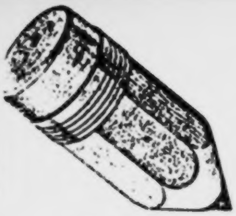
Will my child always need help with personal decisions?

What will happen to this child when I die?

Though it is tempting to avoid thinking about the future, it is important to resist that temptation. Planning for the eventual transition from school to adult living should begin as early as possible in a student's special education career. Because handicapped students sometimes acquire new skills at a slow rate and adjust to new situations with difficulty, making decisions about adult living only one or two years before the student intends to leave school does not allow enough time to develop the necessary skills to prepare the student for the next step.

Further, it appears that decisions made as early as the elementary and preschool years have profound effects upon the expectations for that student as an adult. For example, if a student with severe handicaps is placed in a self-contained class in elementary school, that student has limited opportunities for social interaction with children his age. If that student remains in a self-contained class throughout his school years, he has little experience interacting with nonhandicapped people. This limited social experience then has strong influence on possible placements for this student when he is an adult.

Planning, therefore, should begin early in a student's education so that every effort can be made throughout the school years to teach functional skills and develop social behavior which helps the student make the adjustment to living as an adult.



Exercise 1

List 3 reasons why planning for transition should begin early.

1. ____

   ____

2. ____

   ____

3. ____

   ____

How Did You Do?

Planning for transition should begin early because:

Special education students learn slowly. Planning ahead insures that there will be enough time to learn the skills which are important.

Planning early allows for prioritization of skills and insures that time is not wasted.

Early decisions about social integration and other issues have long-range effects on a student's progress.

Exercise 2

Write "Pass" next to those comments which show a parent preparing for the future, and "Fail" next to those that do not.

__________ 1. Mary Parsons makes an appointment to talk to Mike's preschool teacher about mainstreaming Mike in kindergarten.

__________ 2. Fred Cannon skips the IEP conference for Jennifer because he had a doctor's appointment. "The school can plan for Jennifer," he says.

__________ 3. Sue and Joe Altman ask to see Sean's school records. They want to review Sean's progress and think about goals for next year.

__________ 4. Marilyn Thomas denies permission for Andrew to go on a class field trip. She fears that Andrew would be ridiculed if he went out in public with his special education class.

__________ 5. Ted Brooks invites a nonhandicapped preschooler to accompany him and his four year-old son on an outing to the zoo.

How Did You Do?

1. Pass
2. Fail
3. Pass
4. Fail
5. Pass

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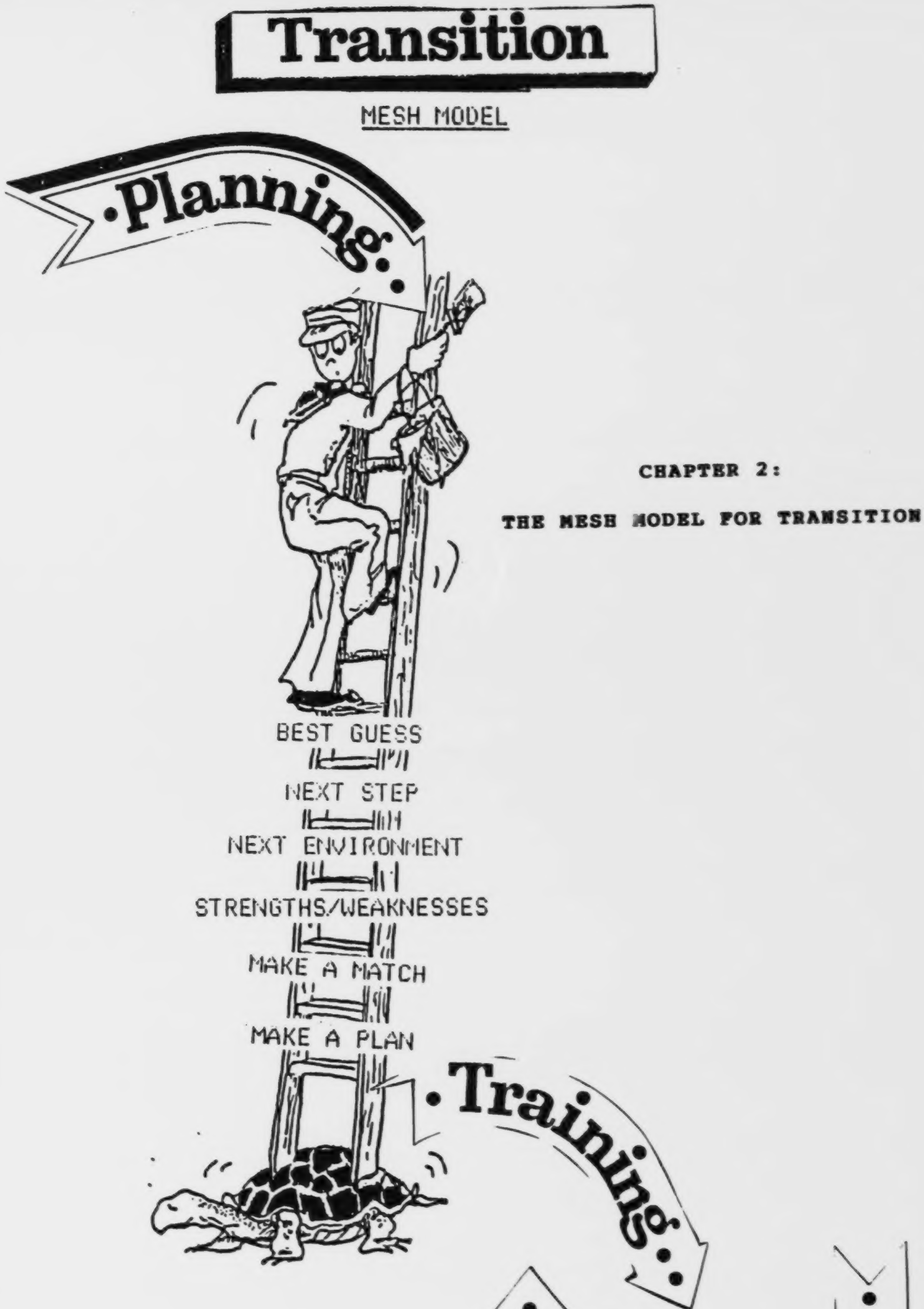

Transition
MESH MODEL
·Planning·
BEST GUESS
NEXT STEP
NEXT ENVIRONMENT
STRENGTHS/WEAKNESSES
MAKE A MATCH
MAKE A PLAN
·Training·
·····Placement·

CHAPTER 2:

THE MESH MODEL FOR TRANSITION

CHAPTER 2: THE MESH MODEL FOR TRANSITION

INTRODUCTION

The successful transition of a student with handicaps from school into the community is the result of the whole process of special education. Planning for that transition needs to begin early so there is plenty of time to prepare the student and teach him or her the skills required to function as an adult in the community. The MESH Model for Transition suggests that transition planning become an on-going process, beginning whenever a student enters special education and ending whenever he or she eventually leaves school.

In this model, planning involves preparation of the student for successful movement from one program to another as the student progresses through school. Each time that a student faces a major change from one environment or program to another, the change can be analyzed to determine--

1) how this step fits into long range goals for the student, and

2) what skills are necessary for the student to be successful in the next environment.

Instead of focusing on just the final transition from school, the MESH Model looks at each transition along the way as a step toward the final goal of adult competence. Examples of these transitional steps are: home into preschool, preschool into elementary school, elementary into middle school, middle school into high school, and finally high school into adult living.

Lesson 1: STEP BY STEP

Preparation for a successful transition from school into the adult community is a lengthy, step-by-step process.

1. Best Guess. The process begins where the child is now. Given what is now known about this child, what is your "best guess" about where he or she is headed after high school? Is this child going to enter the job market after high school or continue with postsecondary education? Will this child live in a group home, an apartment, an institution? What leisure time activities would appeal to this individual?

Obviously, answering long range questions like these is difficult when the child is very young, but the point is that it is necessary to keep looking ahead so that long range goals become a part of current planning.

2. Next Step. From where the child is now, what is the most likely "next step" in his or her education? What choices are there for the location and style of education he or she might receive? In schools, there is a pattern of "next steps" which includes the normal changes from preschool to elementary, middle and high schools. As each of these changes occur, there are choices among alternatives. For example, a child leaving preschool may enter regular kindergarten, a self-contained special education class, a dual placement in regular or special education, a transitional classroom, first grade or perhaps some other possibilty. Making a choice among these alternatives

involves consideration of the child's needs, the challenges of the next environment, and the ways that environment will contribute to the child's growth toward long range goals.

The "next step" should also be the least restrictive alternative for that child; that is, it should be the most normal situation in which the child can function successfully. In addition, specific decisions should be made about how much time the child will spend with nonhandicapped peers.

3. Next Environment. When a student changes classrooms, teachers, school buildings and/or programs, he or she faces new expectations and demands in the next environment. To prepare the student for those changes, it is necessary to take a look at the next environment and see what the requirements are for functioning there. What are the expectations of nonhandicapped students in the next environment? What skills are critical to being able to function in the next environment?

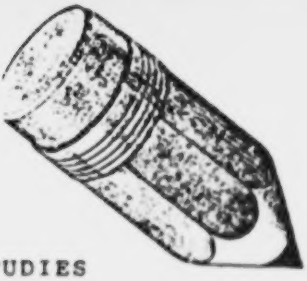
For example, if a student's next environment is a junior high school, what skills will be necessary for him to function there? Will he need to operate a combination lock for his locker? Will he be traveling from class to class? Will he ride a regular education bus? Will he participate in extra-curricular activities? What levels of academic progress are required?

4. Strengths/Weaknesses. Where does the student stand right now? How is the student performing in the following areas: academic subjects, social behavior, activities of every day living,

communication, personal grooming, work habits and so forth?

5. Make a Match. Once you have decided what the student's strengths and weaknesses are, you can match his skills to what is required in the next environment. Does the student know what he needs to know to succeed when he takes the next step? With the skills he has now, can he function successfully in the next environment? Are there skills the student must learn before he can take the next step? What training does the student need before he goes on?

6. Make a Plan. Planning a student's education becomes easier when you have already considered long-range goals and have made a decision about the next step in his educational program. You can develop an educational plan which outlines the skills the student needs to learn in order to function in the next environment. Then you can link the goals and objectives in the student's Individual Education Plan to predictions you have already made about the student's future.



EXERCISES

CASE STUDIES

These Case Studies include information about students who are about to make a transition. The questions which follow each study will help you to focus your thinking on issues in transition planning. There are no right or wrong answers to the questions. Exploration of the issues should give you a better understanding of the types of preparation necessary for making transitions.

CASE STUDY 1: MIKE

MIKE is a 16 year-old student at Marion High School. He is enrolled in a work-study program which involves classes in the high school in the mornings and work in a service station in the afternoons. In his special education math class, Mike is learning to count change; in reading class, he is learning to read community signs and work-related directions; in the regular gym class he is taking tumbling. His afternoon work site is six blocks from school, and he rides his bike to and from work. When asked what he likes most about working, Mike responds with a smile, "Getting out of school." Mike's employer reports that Mike is doing satisfactorily, but he continues to make mistakes counting change and he can't handle a transaction using a credit card. Mike is liked by his co-workers and, if he learns to count change more accurately, he probably will be hired full-time after graduation.

1. What is your "best guess" about where Mike is headed after graduation from high school? Work? Living arrangement?

2. What are Mike's strengths?

3. Since transition into the community is probably the "next step" for Mike, what skills does he need to have to be successful in his next environment?

4. What changes would you make now in Mike's school program which would help to prepare him for transition into the community?

CASE STUDY 2: BETH

BETH is 12 years old and in a self-contained special education class where she is working on pre-reading and pre-mathematics skills. She has a tendency to drool, so she is being taught how to keep her tongue in her mouth, as well as to have proper posture, to look at the person she talks to, and to pay attention. She is somewhat overweight and is, in general, physically awkward.

Beth's teacher is concerned about her eating habits, coordination, finger dexterity, and poor language development. Her parents are beginning to question what will happen to Beth when she enters junior high school. All in all everyone seems concerned except Beth. She appears to be perfectly satisfied with her routine of getting up, going to school, going home, watching television, going to bed, day after day.

1. What is your "best guess" about where Beth is headed after graduation from high school? Work? Living arrangement?

2. What is the "next step" for Beth in her school program?

3. What may be the demands of Beth in her next environment?

4. What are Beth's strengths? What are her weaknesses?

5. What changes would you make now in Beth's school program to prepare her for the next step in her education?

CASE STUDY 3: MARY

MARY, a four year-old, is enrolled in a neighborhood preschool. She is a quiet child who seems to enjoy the other children and who tries to do what the others are doing. She prefers to play in the doll corner and seems to have no other interests or play skills. Outside she enjoys pushing the tricycle, but she cannot ride the trike by herself. During story time Mary loses interest before the other children. She enjoys snacktime, but she is not as neat about eating as the others. Mary gets what she wants mostly by reaching, pointing or using single words. When the children are asked to put away the toys, Mary can follow only the simplest of instructions.

Developmental assessments of Mary indicate that her understanding and oral language abilities are at the two year old level. Her play skills, self-help skills and motor skills are 1 to 2 years below her chronological age expectations.

1. What is your "best guess" about where Mary is headed after she graduates from high school? What can you predict for a child as young as Mary?

2. It has been suggested that Mary attend preschool for another year and that she be placed with a younger group of children. Would this be a good idea? Why or why not? What other options might be considered for Mary's "next step"?

3. What are Mary's strengths? What are her weaknesses?

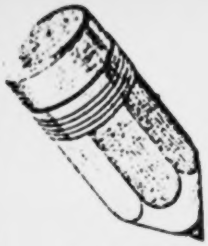
4. What skills does Mary need to learn to be successful in her next environment?

Lesson 2: TRAINING AND PLACEMENT

TRAINING. Once a plan is made for a student, then the teacher takes over and uses his or her expertise to teach those skills which the student needs to function in current and future environments. With the wide range in levels of handicap and in individual student needs, there is naturally a wide range of teaching techniques which teachers use. In general, the teaching methods which are necessary to implement the transition process are not something new for teachers. What is new is the necessity to link their teaching to successful functioning in daily living and working environments. For teachers who have been used to teaching curriculum geared to academics or to a developmental sequence, there are new challenges in teaching skills in different areas like personal and social behavior, vocational training and leisure activities. In addition, teachers have to be able to teach in different environments outside of their own special education classroom.

PLACEMENT. Transition planning encourages serious thinking about the student's current placement, about the most likely future placements and the requirements of that future environment. In the past, there was usually no particular connection between the student's former placement and his new environment. In transition planning, special educators are asked to 1) teach skills required in the new environment, 2) when necessary, provide instruction in the new environment, 3) share successful methods and teaching techniques with instructors in the next environment, and 4) when necessary, accompany the student into the new environment until the placment is stable and the teacher's presence can be faded out.

For example, a teacher of a severely handicapped student moving on to a junior high setting might teach that student how to open a combination lock in his present school and then in his new environment. The teacher might accompany the student on visits to the junior high when he is practicing his skill at opening his lock. While in the new environment, the teacher might share information with the junior high instructors about successful methods for working with this student. Eventually, the teacher can fade out of the picture and turn the student over to his new instructors.



Exercise 1

Multiple Choice.

1. Transition IEP's require teachers to

    A. Go back to school to learn new methods.

    B. Teach functional skills in the community.

    C. Base their instruction on the regular education curriculum.

2. In transition planning, special educators are sometimes asked to

    A. Accompany students on visits to their new classrooms,

    B. Teach skills in a developmental sequence,

    C. Avoid contact with community agencies.

HOW DID YOU DO?

1. B

2. A

Lesson 3: Cycle of Change

The MESH Model involves a cycle of planning, training, and placement which can occur each time a student is going to make a major change. A convenient method for incorporating this cycle into a student's special education program is to include transition planning as a part of the three year re-evaluation process required by the Education of the Handicapped Act (P.L. 94-142). P.L. 94-142 says that students in special education must receive comprehensive re-evaluations every three years. When these evaluations are done, it is worthwhile to project ahead two or three years and make some predictions about where the student is going and what skills he or she will need to learn to be successful in the next environment.

Exercise 1

Fill in the blanks.

Transition planning can be included as part of the (a)____________________process required by the Education of the Handicapped Act. P.L. 94-142 says that students in special education must receive comprehensive re-evaluations every (b) ___________________years. When these evaluations are done, it is worthwhile to project ahead two or three years and make some (c) __________________about where the student is going and what (d)______________ he or she will need to learn to be successful in the next (e)____________________.

HOW DID YOU DO?

a. re-evaluation,

b. three,

c. predictions,

d. skills,

e. environment.

Lesson 4: MESH MODEL SUMMARY

The process of transition involves three phases--Planning, Training, and Placement--which can be broken down into the following steps:

Planning

a) Making a "best-guess" judgment about long range goals for the student,

b) Selecting the next step in the student's educational process,

c) Determining the skill requirements of the next environment,

d) Evaluating the student to determine what skills the student has,

e) Matching the student's skills to the requirements of the next environment,

f) Determining those skills for which the student will need additional training in order to make the next step,

g) Developing an Individual Education Plan (IEP) which includes preparation for the next step.

Training

a) In the current learning situation, providing training and instruction based on the IEP,

b) If necessary, providing training and instruction on a trial basis in the next environment,

c) Determining when the student has mastered or learned to approximate the skills necessary for the next environment.

Placement

a) Making the placement in the new environment,

b) Monitoring the placement in the new environment,

c) Reteaching skills or reconsidering placement as necessary.

The Planning, Training, and Placement phases of this model involve a cycle of activities which can be repeated each time a student faces a significant change from one environment or placement to another. The focus in the MESH Model on the long range goal of adult competence gives purpose and direction for developing students' special education programs. If the model is used throughout a student's special education career, then there will be ample preparation for the final transition from secondary school to work and community living.

Exercise 1

In your own words, describe the Planning Phase of the MESH Model for Transition.

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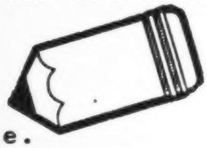
HOW DID YOU DO?

The Planning Phase of the MESH Model involves 1) making a best guess prediction about the student's future, 2) deciding what the student's next educational step will be, 3) determining the skills needed in the next environment, 4) evaluating the student's skills, 5) matching the student's skills to the requirements of the next environment, and 6) writing a plan which includes goals that prepare the student for the future.

Exercise 2



True or False.

__________1. The MESH Model can be applied only to the transition from secondary school to work.

__________2. The three phases in the MESH Model are planning, training, and placement.

__________3. The long range goal of the MESH Model is complete normalization.

__________4. The MESH Model can only be used with severely handicapped students.

__________5. In the MESH Model, the special education teacher monitors students' progress in their new environments.

HOW DID YOU DO?

1. False. The model can be applied anytime a student is making a transition or major change in educational program.
2. True.
3. False. The long range goal of the MESH Model is adult competence.
4. True. The MESH Model can be used with students with all types of disabilities.
5. True. Individuals other than the teacher may also be doing this monitoring.

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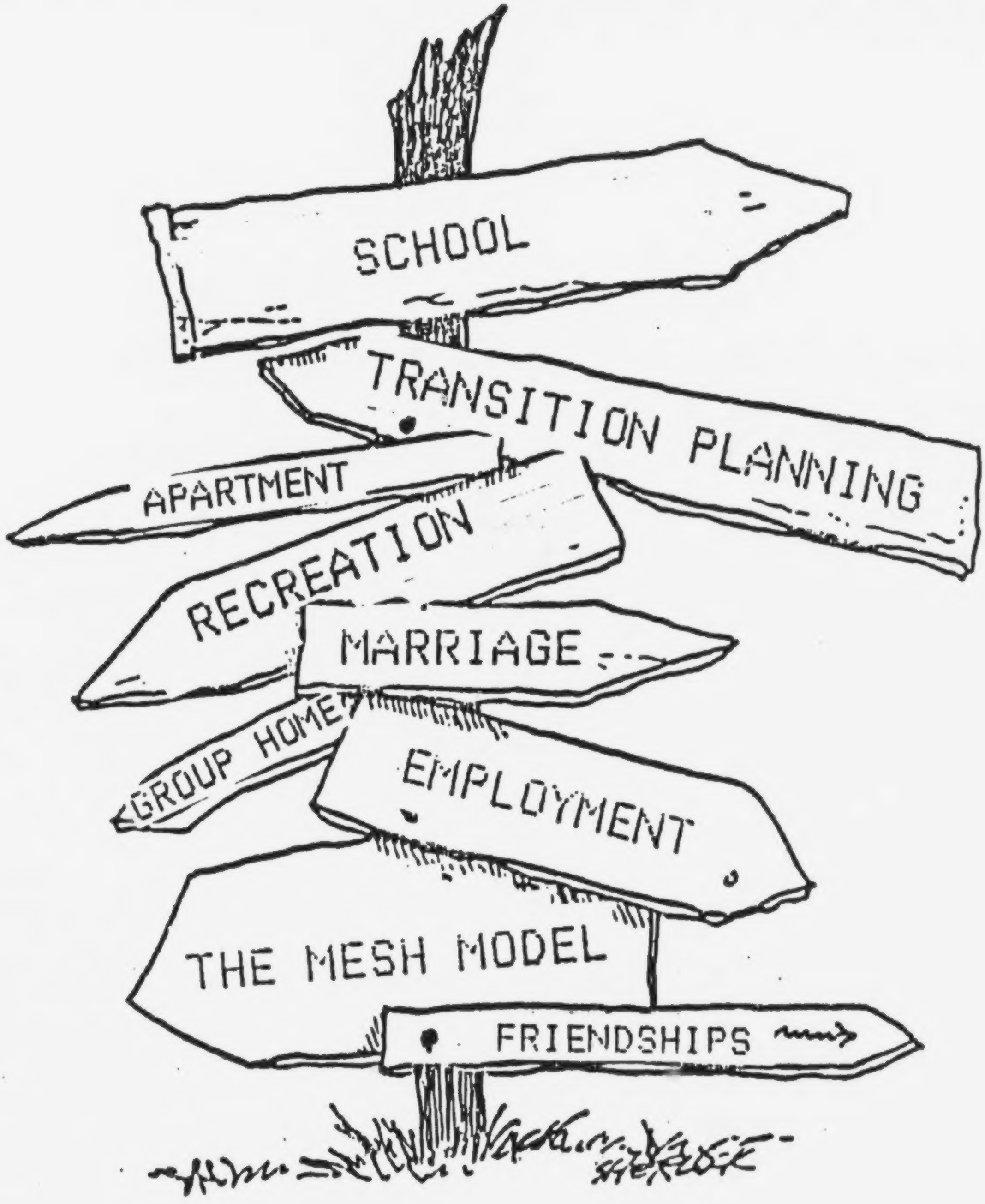
CHAPTER 3: PARENT ROLES IN TRANSITION PLANNING


SCHOOL
TRANSITION PLANNING
APARTMENT
RECREATION
MARRIAGE
GROUP HOME
EMPLOYMENT
THE MESH MODEL
FRIENDSHIPS

CHAPTER 3: PARENT ROLES IN TRANSITION PLANNING

INTRODUCTION

During the time that children with handicaps are in the public school system, parents get used to having the special education services that are provided under P.L. 94-142. The Education for the Handicapped Act is an "entitlement"; that is, the children who qualify for the services under the act are entitled to a free, appropriate public education. However, when these children leave school, there is no entitlement which insures that they will receive appropriate services in the community. In order to make sure that a child makes a successful transition from school into community living, parents must get involved early in helping to plan for transition and to develop resources in the community.

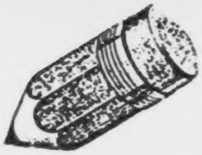
Lesson 1: Parents Need Information

Transition is such a new concept that few parents have much information about it. Parents are likely to have many questions: Where can I locate materials about transition? How does transition affect me and my child? Who can help me learn about transition? Parents can expect that public school systems will respond to their needs for information, but it is usually necessary for them to show interest in the subject of transition and to ask specific questions about what their school district is doing in the area of transition.

To be helpful in the transition process, parents should have several types of information. They must be knowledgeable about their child's needs, the service options which are or could be available, and the processes within the school system and community agencies for obtaining services. In addition, school personnel have a duty to inform parents about the results of evaluations of their child and of their rights under the Education of the Handicapped Act. When plans for transition are being made, parents should receive detailed information about the options for future placements and the requirements for being successful in those placements.

Besides receiving information from the school district, parents can also learn about transition from workshops, PTA or parent group meetings, college courses, and books and articles on the subject (See Bibliography at the end of this chapter).

EXERCISES



Exercise 1

1. Entitlement means____

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2. List all of the sources for information on transition which you can find in your community:

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HOW DID YOU DO?

1. Entitlement means to have a legal right to something. Under P.L. 94-142, handicapped children have right to a free, appropriate education.

2. Answers will vary.

Exercise 2

Locate two sources listed in the Bibliography at the end of this chapter. Write down the definitions of transition which you find in each publication.

A) Transition is____

____

____

B) Transition is____

____

____

How Did You Do?

Answers will vary.

Lesson 2: Roles Parents Can Play

Once parents have gathered information about transition, they can participate actively in the transition process. Though there are no specific guidelines for parents to follow, there are several roles for them to play in transition.

Members of the Team. Parents are required by law to be included as members of the Child Study Team. If transition planning becomes a regular part of the business of the Child Study Team, parents, as members of the team, are involved in transition planning.

Providers of Information. Parents frequently can provide information about their child's daily functioning and past history which would otherwise be unavailable to the professionals working with the child. Parents have personal information about the child's medical history and needs, family history, independent living skills, and social/emotional development.

Sources of Values. Parents have goals and values for their child which should be understood and supported by the professionals working with that child. Transition sometimes involves making decisions about important issues like whether to mainstream a student, begin community-based training, or abandon teaching phonics. The "right" decision in these matters is not always clear. Parents' values can have a strong influence on what options are eventually chosen.

Determiners of Priorities. The sequence of skills which should be taught to a special education student is not always carefully laid out, especially if those skills involve community-based training. It is important in the planning process to set priorities on how to spend the student's time. Sometimes conflicts arise between scheduling therapies, mainstreaming opportunities, and community-based instruction. Parents can help professionals decide how to resolve those conflicts by establishing which items should come first.

Case Managers. Because of their on-going commitment and interest, parents can be effective monitors of their child's program over time. They can draw the attention of professionals to areas which are not being covered or services which are not being provided. They can point out inconsistencies in the child's program and areas in which better coordination between programs could be accomplished.

Advocates. Probably the most important role that parents can serve is as advocates for their child. Parents can advocate in the school system and community for those service options which are not now available, but which should be developed to meet their child's needs and the needs of others. As their child moves through the school system and into the community, parents can continue to be the most consistent and knowledgeable advocates in the service system for their child's unique needs.

Role Models. Parents can be effective adult role models for their children with handicaps, especially if they include their children in doing some of the daily tasks that adults normally do.

Risk Takers. It is sometimes difficult for parents to let go of their children and allow them to grow up. This process of "letting go" can be particularly difficult when a child has handicaps and has required a great deal of extra care and concern from parents. There is, however, danger in restricting and protecting handicapped children unnecessarily. Children with handicaps need experience just as other children do. Parents have to be willing to take some risks and allow their children with handicaps to experience frustration and failure so that they also have the chance to learn from their mistakes.

Exercise 1

Identify the role in transition planning that parents could play in each of the following examples.

1. MARY BETH, who is moderately mentally retarded, is graduating from high school in June. She has a parttime job in a fast food restaurant during the school year and will be working full time starting in the summer. Mary Beth would like to live in her own apartment or in a group home. At present, she is on a waiting list, but she will have to continue to live at home until there is an opening in a group home.

Mary Beth's parents are not satisfied with what is currently available for her in the community. They want more for their daughter. What role in transition planning could Mary Beth's parents assume?

____

____

2. TOM, who has cerebral palsy, is entering middle school. He has always ridden the special education bus to elementary school. He does require some assistance to manage the first step onto the bus. An aide has provided this help. Otherwise, Tom can ride the school bus unassisted.

Tom could ride the regular school bus to middle school, but he might need to be helped aboard by another student or the driver. The school staff has left to Tom's parents the decision about which bus, special or regular, Tom will ride.

What role in transition planning would Tom's parents assume?

____

____

3. BOB's vocational teacher has had him working in a janitorial program for two years. He hates janitorial work and would rather be learning agricultural skills. The school staff thinks that Bob is not capable of performing the agricultural tasks. His parents, who are ranchers, understand Bob's desire to do the kinds of work that his family members do.

Bob's parents can assist with transition planning by assuming what role?

----

4. TINA, who has learning disabilities, is a sophomore in high school. She wants to take only "regular" classes in school this year because she does not like to go to the resource room. The school staff understand Tina's desire to be on her own and demonstrate her competence in the regular classroom. The problem is that Tina also needs to have vocational training which is only offered in a two hour block that occurs at the same time as the regular education classes that Tina wants to take.

Tina's parents can help with transition planning by assuming what role?

HOW DID YOU DO?

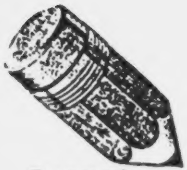
Answers to this exercise will vary.
1. Advocates
2. Risk Takers
3. Sources of Values or Providers of Information
4. Determiners of Priorities

Lesson 3: Preparing for the Future

There are a number of ways in which parents can help with preparation for a successful transition from school into adult living:

1. Financial planning, including making a will, getting a Social Security number for the child, applying for Supplemental Social Security;
2. Making a determination about guardianship;
3. Encouraging self-reliance and independence at home;
4. Reinforcing good work habits;
5. Modeling and monitoring good grooming habits;
6. Providing sex education;
7. Encouraging and facilitating social activities with peers;
8. Helping the student to set realistic goals;
9. Encouraging the student to work at a community job or a job in the home or neighborhood;
10. Teaching daily living skills like cooking, cleaning, doing wash;
11. Encouraging money management, budgeting, saving;
12. Developing leisure time skills like participation in sports, daily exercise, hobbies, computer or table games.

Preparing a child to become an adult is the responsibility of all parents, but this responsibility takes on added dimensions when the child has disabilities. There is no question that disabled children and their parents have to work harder than others to achieve, but there is abundant evidence in the adult population of disabled persons that those who have strong parental backing and who have worked hard for independence reach their goals and lead productive lives.



Exercise 1

The following statements and questions are designed to help you explore your values and attitudes. There are no right or wrong answers. This is an opportunity for you to think about some issues and respond to them.

1. Only those who are disabled can show or tell you what is possible for them. We who love them must be perceptive observers and listeners. Do you agree or disagree? Why?

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____

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2. Individuals with disabilities have the same right to fail as anyone else. To protect them from unpleasant experiences deprives them of a full life. Do you agree or disagree? Why?

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3. Individuals with disabilities must find their own ways of doing things. To impose our standards on them is to destroy their individuality. There are many ways to tie shoes, drink from a glass, get to the bus stop. Agree or disagree?

____

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4. All learning does not take place in the home or the classroom. The more experiences an individual has, the more he or she will learn. Are these statements true for persons with disabilities.

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____

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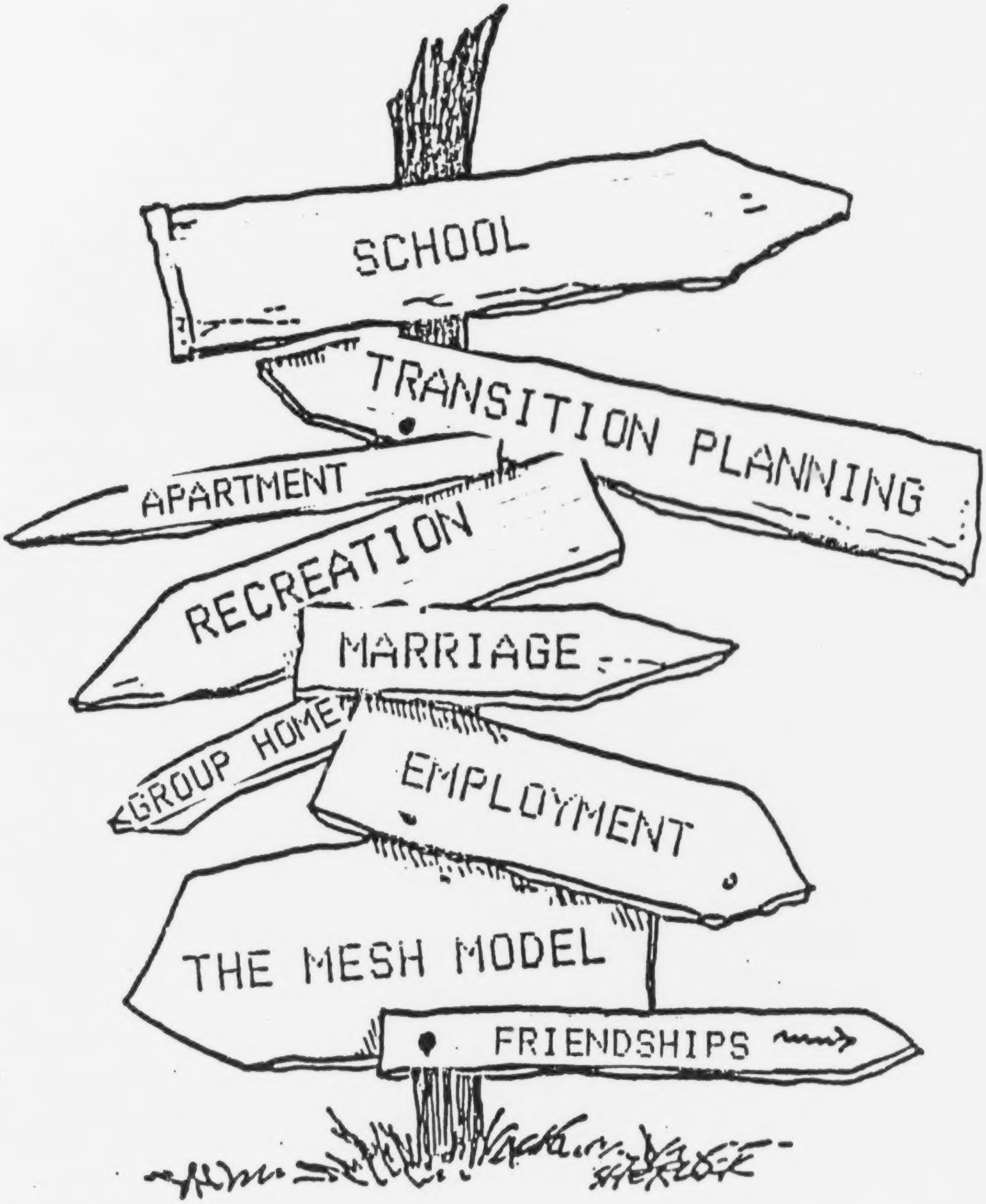
CHAPTER 4: PARENTS AND THE INDIVIDUAL EDUCATION PROGRAM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TRANSITION PLANNING
APARTMENT
RECREATION
MARRIAGE
GROUP HOME
EMPLOYMENT
THE MESH MODEL
FRIENDSHIPS

CHAPTER 4: PARENTS AND THE INDIVIDUAL EDUCATION PROGRAM

INTRODUCTION

The Individual Education Program (IEP), a unique feature of the Education of the Handicapped Act, is a written statement which specifies the special education and related services which are required to meet the needs of a handicapped student. Once an IEP is completed, school districts can be held accountable under both state and federal law for providing the services which have been agreed upon in the IEP. Because it has the force of law behind it, the IEP is a powerful document. It lays out precisely what services schools must provide and gives parents a way to evaluate their child's school program.

It is the intention of P.L. 94-142 that parents participate with professionals as equal partners on the IEP planning team. As members of the team, parents have the ability to make suggestions about their child's education and to play a significant role in designing an educational program.

The MESH Model suggests that the IEP also become a vehicle for transition planning. This model proposes that transition planning occur at least every three years in conjunction with the required three-year re-evaluation. Generally, in a re-evaluation meeting, the planning team projects ahead just one year and considers the educational goals for the student in the coming school year. The MESH

Model adds one further step to this planning process; that is, making a "best guess" prediction about where the student will be in two or three years. The MESH transition process asks the planning team members to look farther into the future and identify future environments in which student will need to function.

Lesson 1: THE INDIVIDUAL EDUCATION PROGRAM

The phrase individual education program can best be defined by looking at each of its components. Individual means that the plan must be written for a specific child, based on that child's diagnosis and needs. The same IEP cannot be used for an entire class or for a particular category of handicap like "the mentally retarded." Education refers to the special education and related services which are required to meet the child's needs. Program means that the IEP is a statement of the services that a school district is obligated to provide.

There are seven required components to an IEP:

1. A Statement of Present Levels of Performance.

The members of the IEP team should carefully review all of the information available about the child and determine for which subject areas and skills the student will need special education. Based on the student's current performance, the team should identify strengths and weaknesses in a variety of areas including, but not limited to, academic achievement, social adaptation, vocational skills, physical abilities, and self-help skills.

2. A Statement of Annual Goals.

The annual goals are statements of what may be expected of a child in a year's time. These goals are predictions of what it is reasonable for the child to accomplish, but school districts are not held responsible if a child does not meet the goals. Annual goals should be general statements, but they should not be so general that it is impossible to measure them. Good statements of annual goals identify specific changes in the child's behavior which can be measured throughout the school year. For example, a goal in mathematics might be: Mike will read, write and count numbers from 0-50.

3. A Statement of Short Term Objectives.

Short-term objectives identify skills which lie between the student's current level of performance and the annual goals. These objectives should be arranged in sequence so that one skill builds on another, leading to the accomplishment of the annual goal. In addition, the objectives should be specific in stating the desired behavior and the criteria for accomplishing the objective. An example of an appropriate short-term objective might be: Mike will count groups of objects with sums, 0-10, with 100% accuracy over 5 or more trials.

4. A Statement of Special Education and Related Services.

The IEP must determine the type of special education which is necessary to meet the child's needs and accomplish the goals and objectives in the IEP. The special education to be provided should be designed specifically for the child under consideration and should not be a generic program for all children with a particular handicap.

Each child in special education is different. One student with cerebral palsy may need intensive speech therapy and no other special education, while another may need physical therapy and no speech. One hearing impaired student may need sign language, while another may require regular education with preferential seating in the classroom. One blind student may require orientation training in the community, while another needs to concentrate on braille instruction. Thus, the type of special education to be provided must be determined on an individual basis and must be specifically designed to meet a student's unique needs.

When considering special education, the team must also determine what related services the student requires in order to benefit from his or her education. Related services include speech pathology and audiology, psychological services, physical and occupational therapy, recreation and extracurricular activities, early identification, counseling services, medical services for diagnostic or evaluation purposes, and transportation. The term also includes school health services, social work services and parent counseling and training. The IEP should specify the services to be provided, the extent to which they are necessary, and who will provide the services.

5. A Description of the Extent of Participation in Regular Education

A further requirement of the law is an indication of how much time the student will spend in regular education and/or with nonhandicapped peers.

6. Projected Dates for Initiation and Duration of Service.

The IEP must indicate when each service begins and how long each service is expected to continue.

7. Objective Criteria and Evaluation Procedures.

The goals and short-term objectives in the IEP should indicate standards by which they can be evaluated. Evaluation strategies may include: samples of the student's work, informal and formal tests, checklists and other measures.

EXERCISES

Exercise 1

True or False.

________ 1. The IEP is a unique feature of P.L. 94-142.

________ 2. The IEP is a powerful document because it requires school districts to accomplish certain goals with students.

________ 3. Under P.L. 94-142, parents can assist professionals as they write the IEP.

________ 4. The MESH Model suggests that the IEP become a vehicle for transition planning.

________ 5. Short-term objectives in the IEP should be arranged in sequence.

________ 6. Special education means instruction for a particular type of handicaps like "the blind."

________ 7. Related services must be provided if they are neccessary for a student to benefit from academic instruction.

________ 8. Parent counseling and training can be a related service under P.L. 94-142.

________ 9. The IEP must indicate who will provide related services.

________ 10. The IEP must indicate when each service begins and how long each is expected to continue.

HOW DID YOU DO?

1. T
2. F The IEP requires school districts to provide the services indicated in the document.
3. F Parents are equal partners with professionals. The IEP is meant to be a team effort, involving both parents and professionals.
4. T
5. T
6. F Special education means instruction designed specifically to meet the unique needs of a particular student.
7. F Related services must be provided if they are necessary for a student to benefit from his or her education. In the context of P.L. 94-142, education has been defined very broadly to include all of the possible activities in a student's IEP.
8. T
9. T
10. T

Exercise 2

In the phrase individual education program ...

individual means____

____

____

education means____

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____

program means____

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HOW DID YOU DO?

Individual means that the plan must be written for a specific child, based on the child's diagnosis and needs.

Education means special education and related services which are required to meet the child's needs.

Program means a statement of the services that a school district is obligated to provide.

Exercise 3

The following are statements of annual goals. Write pass next to those goals which identify specific changes in the student's behavior which can be measured throughout the school year. Write fail next to goals which are not specific or measurable.

________ 1. John will identify community signs.

________ 2. Sue will write upper and lower case letters (A-Z; a-z) with 100% accuracy over 5 or more trials.

________ 3. Gretchen will increase her reading level by six months.

________ 4. Hal will type 60 words per minute with 3 or fewer errors over several trials.

________ 5. Vance will compute multiplication facts (0x0 through 9x9) with 100% accuracy over 5 or more trials.

HOW DID YOU DO?

1. FAIL Which signs? How many?

2. PASS

3. FAIL What does "reading level" mean? Word recognition? Comprehension?

4. PASS

5. PASS

Lesson 2: PREPARING FOR THE TRANSITION IEP

Consider Options. Parents need some advance warning when they are going to be participating in a transition planning meeting. They should be made aware of the options which will be discussed in the planning meeting, so that they can consider how those options match with their family's values and aspirations for the student. For example, if parents are going to be confronted with a decision about whether their child should be moved from an elementary self-contained class to a middle school, parents should be informed about why the change is being contemplated and what the options are for placement at the middle school level. Parents need this information in advance of the decision-making meeting, so that they have time to consider their own reactions and look into the available options, perhaps visiting some of the schools which may be considered.

Observe Child. It is also helpful for parents to fill out a Parent Inventory which identifies the skills the parents observe their child displaying in home and community settings (See Appendix for a copy of the Parent Inventory). The Parent Inventory asks for information about the student's skills in community mobility, communication, recreation, leisure, personal care and appearance, sexual maturity, social maturity, household skills, meal preparation, money handling and budgeting, and vocational skills.

The last page of the inventory asks parents to select from each area two skills they would like their child to learn in the next year.

Then parents are asked to prioritize the five most important skills in their list. Giving some thought in advance of the planning meeting about priorities for instruction helps parents to develop concrete ideas of what their child needs to know.

Consult the Child. In addition to thinking about their own priorities, parents may also want to consult their child about his or her interests and desires. The Education of the Handicapped Act provides that a student may be a participant in the IEP meeting, if that is appropriate. When transitions are being considered, it is particularly appropriate to consider the wishes of the student involved and to encourage the student's participation in the planning, if that participation is at all possible. Certainly by early adolescence, many special education students have the maturity and ability to express their personal desires for planning their future.

Review the Records. Parents can request copies of their child's official school records, including any educational and vocational evaluations that have been done. Under the Family Educational Rights and Privacy Act, parents have a right to see these records, as well as to have them explained by school personnel. Reviewing a child's records with a critical eye allows parents to see how the professionals on the IEP team view the child. It is likely that the professionals will be basing their suggestions for the child's educational future on information that can be found in the records.

Parents can review the records critically by asking the following questions:

1. Is the information accurate?
2. Does the information match with the impressions that parents have of the child?
3. Is the information complete?
4. Is the information non-judgmental and free of bias?
5. Is the information in the file relevant to educational matters?

As parents review the records, they should make note of entries with which they have strong agreement or disagreement. The parents can, then, prepare their own summary of the facts which contains information from the school records and from their own observations.

Exercise 1

Fill out the Parent Inventory in the Appendix to this chapter. Then answer the following questions about the inventory.

1. Are there parts of the inventory which do not apply to your child? Why or why not?

____

____

____

2. Do you think it would be helpful to fill out a Parent Inventory before each new IEP is written? Why or why not?

____

____

____

3. Would your child be able to participate in his/her next IEP meeting? Why or why not?

____

____

____

HOW DID YOU DO?

Answers will vary.

Lesson 3: THE TRANSITION IEP

The Transition IEP has all of the required elements of an IEP plus the additions of information about: community-based instruction, vocational education, future placements, social integration, skills in nonacademic domains, performance criteria in future environments, and annual goals which are linked to future needs. A review of the sections of the Transition IEP indicates the following differences:

Special Education to be Provided. Besides the usual indication of some type of classroom instruction (resource room, regular class, self-contained class), a transition IEP may indicate that the student will receive some community-based instruction or will participate in vocational training in a vocational program or on the job.

Extent of Integration into Regular Programs. The Education of the Handicapped Act requires that special education students receive service in the least restrictive environment and that they have the opportunity, whenever possible, to interact with nonhandicapped peers. In a Transition IEP particular emphasis is placed on social integration in whatever environments the student may be receiving instruction. This social integration may occur within the school or the community or both.

Related Services. Related services are all of those services which a special education student requires in order to benefit from his or her education. If a student is receiving training in the community, it may be necessary and helpful for related service personnel to evaluate the student's needs for related services in the community setting. For example, a student who requires physical therapy may benefit from adjustments or modifications which the physical therapist can suggest for the community environment.

In addition, it is important in the IEP to plan the scheduling of related services so that students do not miss out on therapies they need because they are spending a portion of the day in community-based training.

Domains. In a Transition IEP, the team considers other domains in addition to academic skills; such as, domestic/daily living skills, community skills, vocational skills, personal/social skills and recreation/leisure skills. Some mildly handicapped students will have few needs in special education beyond remediation of academic subjects, but the other domains besides academics should be evaluated nonetheless. For example, many mildly handicapped students have limited repertoires of social skills, and it is these deficits, rather than academic deficits, which one day may hamper their successful integration into the community.

For moderately and severely handicapped students, it is important to consider all aspects of human development so that these students can be prepared by their special education to meet the complex, interrelated demands of adult living.

Performance Criteria for Future Environments. This section is an entirely new part of the IEP designed specifically to address transition. In this section, the team supplies information about the skills required to function successfully in the domain in which the goal is being written. This information is supplied through an analysis of those next environments in which the student is likely to be living, working or going to school.

Annual Goals. The team can write and prioritize the annual goals based upon what the student should learn in order to function in a future environment.

With these simple additions to the format, the Transition IEP enhances the value of the IEP process by providing a method for analyzing the student's future skill needs and matching those needs to instruction. The IEP, then, becomes a way to document a plan for the future and tie current goals to long-term outcomes.

EXERCISES

Exercise 1

List 7 additions found in a transition IEP.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

HOW DID YOU DO?

1. Community-based instruction,
2. Vocational education,
3. Future placements,
4. Social integration,
5. Skills in nonacademic domains,
6. Performance criteria in future environments,
7. Annual goals linked to future needs.

Exercise 2

Social integration means ________________________________

____

____

Domains means ____

____

____

Performance Criteria means ______________________________

____

____

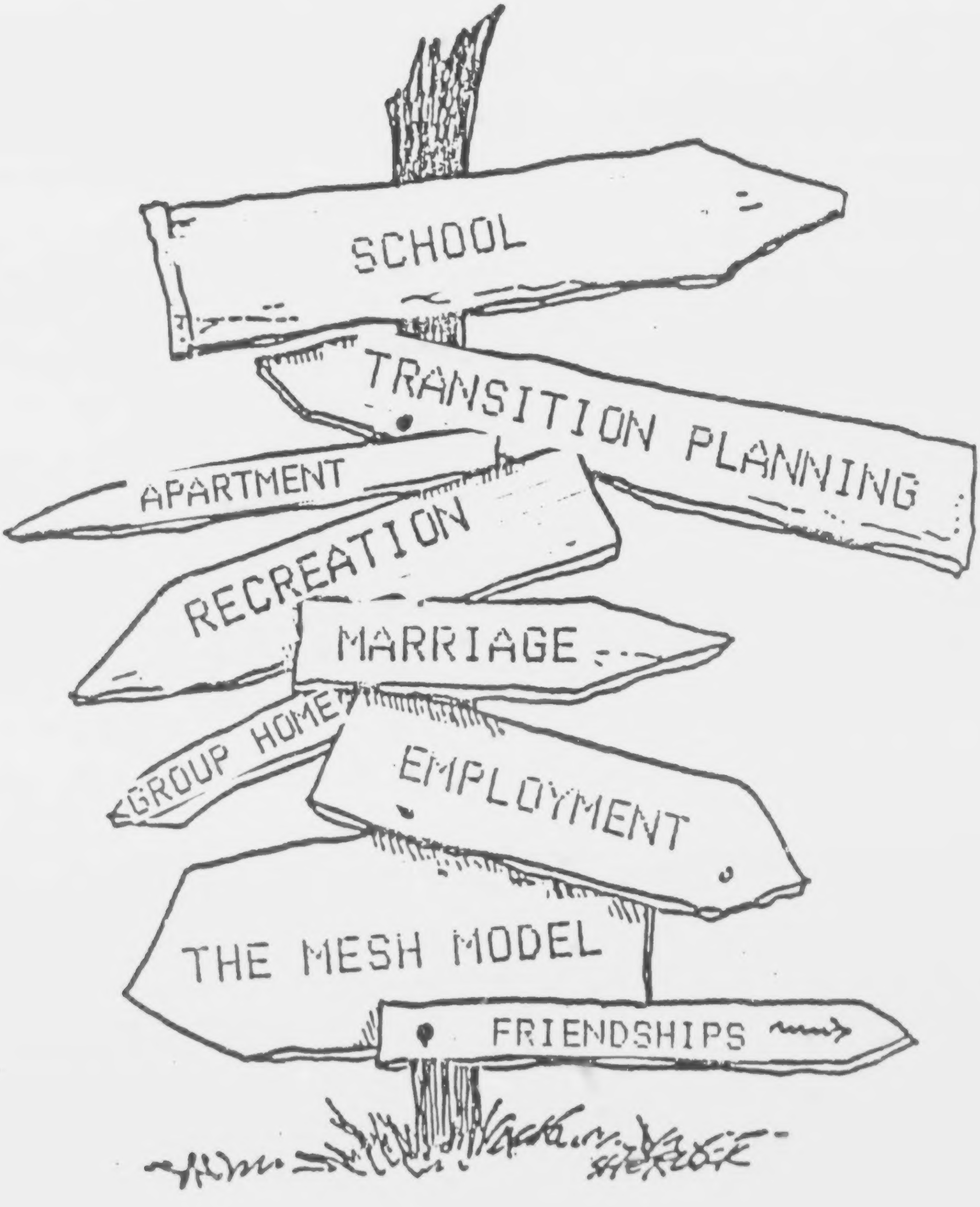
HOW DID YOU DO?

Social Integration means the involvement of handicapped students with nonhandicapped students in whatever ways that may be possible, including (but not limited to) interaction at lunch and/or recess, in the hallways, at assemblies or pep rallies, in extra-curricular activities and/or peer buddy programs, in the special education and/or regular classrooms and so forth.

Domains means areas of functioning like daily living skills (cooking, washing, cleaning), community living skills (banking, using public transportation, voting), recreation/leisure skills (daily exercise, playing board games, watching sports), personal/social skills (dressing, grooming, speaking to strangers, maintaining eye contact).

Performance Criteria means standards for judging whether or not a skill has been learned.

CHAPTER 5: TRANSITION ISSUES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TRANSITION PLANNING
APARTMENT
RECREATION
MARRIAGE
GROUP HOME
EMPLOYMENT
THE MESH MODEL
FRIENDSHIPS

CHAPTER 5: TRANSITION ISSUES

INTRODUCTION

As high school graduation approaches, there are a number of decisions which families and students have to make about aspects of adult living. School personnel can be helpful in informing parents about these issues, but parents and students themselves must be the ones to make the final decisions. It is helpful for families to face these issues head-on and take action, so that plans for transition into adult living can proceed in an orderly way. It usually takes a period of two, three or four years for nonhandicapped young adults to make the adjustment to adult living. Similarly, young adults with handicaps also need time to take gradual steps leading to greater and greater independence and self-determination. If the issues of adult living do not begin to be faced early in the planning process, then a student may reach graduation and be completely unprepared for the next big step.

Lesson 1: FAMILY DECISIONS

Independence. As students with disabilities approach graduation from school, it is important for them and their families to consider how much independence it is realistic to expect that the students will be able to achieve. Sometimes parents of handicapped children fall into the trap of being more protective of their children and doing more for them than is really necessary. As Brown *et al.* (1976) point out, each task that disabled young adults can perform for themselves is one less task that someone else will have to be paid one day to do for them.

School personnel can help parents teach the handicapped student skills that lead to independence like independent travel, self-care activities (especially bathrooming), money management and decision-making. But ultimately, parents have to decide how much they are willing and able to let go of their parental role and allow their handicapped children to be on their own.

Guardianship. State laws vary, but under Montana law parents have no legal responsibility or control over their child after he or she reaches age 18, unless the parents apply for guardianship though the district court. Not having the power to act for an incapacitated child can be a problem for a variety of reasons, especially should the occasion arise that the incapacitated individual needs medical treatment and cannot sign the medical release forms.

The guardianship issue should be considered carefully by families in light of a specific child's needs. Guardianships may only be appointed to meet the actual mental and physical limitations of incapacitated persons. The guardianship must be designed to encourage the development of maximum independence of the ward and may be used only to promote and protect the well-being of the incapacitated person.

In Montana, there are three levels of guardianship: full, limited and conservatorship. Full guardianship carries with it the full rights and responsibilities of parenthood. Limited guardianship allows guardians only those powers and duties specified by the court's order. Conservatorships allow for the management of property or financial benefits on behalf of an incapacitated person.

Social Security Number. It may be necessary for a student who is receiving community-based vocational training or who is about to leave high school for employment in the community to have a social security number. As part of transition planning, parents should assist their child in acquiring a social security number.

Sex Education/Birth Control/Sterilization. A young adult who is headed for a more independent life after high school graduation certainly will need the information and skills to deal with sexual maturity. Families should consider how much and what kind of sexual education would be useful and may also need to deal with issues of birth control and/or sterilization.

Physicians and hospitals generally refuse to do sterilization surgery without a court order which authorizes the surgery. The courts, for their part, are uncertain whether they have the jurisdiction to order a sterilization. If a family is considering sterilization of a handicapped child, the family will definitely need to consult legal counsel for help with this issue.

Marriage. State laws governing marriage vary, but young adults, whether they are disabled or not, are free to marry when they have reached the legal age and complied with other state requirements.

Driving/Transportation. Whether or not a disabled teenager can get a driver's license depends upon the instruction the student receives and the student's level of skill and judgment. In planning the transition from high school, it is important to discuss the realistic possibilities for a student to receive driving instruction and pass the driver's test. If a student is unlikely to pass a driving test, then plans should be made to assist the student in learning to use alternative means of transportation like public buses.

Young adults with physical disabilities can learn to drive with appropriate physical modifications of their automobiles. The local vocational rehabilitation office can supply information about hand controls and other such devices.

Draft. When a young man reaches 18, he must sign up for the draft at the local post office. If his handicaps prevent him from serving in the military, there will be no question of his being drafted.

Voting. Laws on voting rights vary from state to state, but in general, voting rights cannot be limited for disabled individuals except by specific guardianship agreement.

EXERCISES

Exercise 1

True or False.

________ 1. If a family is considering sterilization of a handicapped child, the family should consult legal counsel.

________ 2. In most states, disabled individuals must meet additional requirements to obtain a marriage license.

________ 3. Disabled students do not have to sign up for the draft.

________ 4. Voting rights cannot be limited for disabled individuals except by specific guardianship agreement.

________ 5. Disabled students do not need Social Security numbers to earn wages.

________ 6. Under Montana law, parents have no legal responsibility or control over their child after he or she reaches age 16.

________ 7. Guardianships may only be appointed to meet the actual mental and physical limitations of incapacitated persons.

________ 8. Conservatorships allow guardians only those powers and duties specified by the court's order.

________ 9. Physicians and hospitals generally refuse to do sterilization surgery unless a court order authorizes surgery.

________ 10. Not having the power to act for an incapacitated child can be a problem if the child needs emergency medical treatment and cannot sign medical release forms.

HOW DID YOU DO?

1. TRUE
2. FALSE Disabled persons do not need to meet any additional requirements to obtain a marriage license.
3. FALSE Young men do have sign up for the draft at age 18, whether they are disabled or not.
4. TRUE
5. FALSE Disabled students, like any other persons, must have a Social Security number when they are gainfully employed.
6. FALSE Under Montana law, parents have no legal responsibility or control over their child after he or she reaches age 18.
7. TRUE
8. FALSE Limited guardianships allow guardians only those powers and duties specified by the court's order.
9. TRUE
10. TRUE

Exercise 2

React to the following statements.

1. Being independent is not easy for a person who is disabled, but it can be made doubly difficult with the added burden of an overprotective family. Do you agree or disagree? Why?

____

____

____

2. The person who is disabled has the right to decide whether his/her disability will become a handicap or not. Does this statement apply to your child? Why or why not?

____

____

____

3. The less the disabled are told about or allowed to experience in life, the less they will have to suffer from it. Is this statement true or false? Why or why not?

____

____

____

Lesson 2: FINANCIAL PLANNING

Supplemental Social Security. Supplemental Social Security is a federal program that provides monthly payments to aged, blind, and disabled people who have little or no resources and income. If a young person has not previously received Supplemental Security Income (SSI), he or she should sign up at the local Social Security Office for SSI before reaching age 18. For the purposes of receiving SSI, a person 18 or older is considered disabled "if a physical or mental impairment prevents him or her from doing any substantial gainful work and is expected to last for at least 12 months or to result in death."

The law allows disabled recipients to test their ability to work for 9 months while continuing to receive payments, provided their income does not exceed prescribed limits and/or they do not recover from their disability. After this trial work period, a determination is made as to whether the work performed is a "substantial gainful activity." If the job is considered substantial employment, SSI payments are stopped after a 3-month adjustment period. If a disabled person discontinues working within a year after SSI payments have stopped, monthly payments can be resumed automatically without reapplying.

Wills and Trusts. Planning for the economic well-being of a child with special needs is a complex issue for parents. During transition planning, financial issues surface that parents must address with the assistance of a lawyer and/or banker. It is helpful for overall planning if parents have made a will which includes their handicapped child and if they are aware of the types of trusts which can be set up to accommodate the needs of an incapacitated family member. Trusts are financial arrangements in which money and/or property are committed to the care or interest of someone. Trusts can be set up to provide for the care of handicapped individuals, but it is important to arrange those trusts so that their proceeds go to the individual and not to the government. Some state governments insist that trust monies be spent first for a person's care before any public monies are provided. The National Association for Retarded Citizens has an excellent pamphlet entitled "How to Provide for the Future" which goes into detail about effective ways of setting up trusts and insurance polices. This pamphlet is available by writing to: ARC, National Headquarters, P.O. Box 6109, Arlington TX 76011.

Exercise 1

Supplemental Social Security is ______________________________

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____

A trust is ____

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____

HOW DID YOU DO?

Supplemental Social Security is a federal program that provides monthly payments to aged, blind, and disabled people who have little or no resources and income.

A trust is a financial arrangement in which money and/or property are committed to the care and interest of an individual. Trusts can be set up to benefit handicapped persons.

Lesson 3: FINDING OUT ABOUT ADULT SERVICES

Because programs and services for the handicapped are often uncoordinated and fragmented across multiple agencies, they are sometimes not responsive to the total needs of the individual handicapped person. Therefore, parents of handicapped children are frequently unaware of or unable to take advantage of the services for their children which may be available but are located in different agencies governed by different rules and regulations.

Direction Service. To help families make their way though the maze of these programs and services, the concept of "direction service" has been developed. Direction service is a type of agency which gathers information from a wide range of service providers in the local area. Direction service staff not only provide this information to parents, but also help them gain access to these services and then follow up each handicapped child to insure services are actually provided. In addition, direction service personnel work with agencies in the area to encourage the development of services which are not currently available.

In those communities which do not have direction service, parents can sometimes find help with locating services by contacting parent groups or social workers who work with developmentally disabled adults. School district personnel can also be a good source of information about adult services.

Exercise 1

List 3 possible sources of information about adult services for the disabled in your community.

1. ____

2. ____

3. ____

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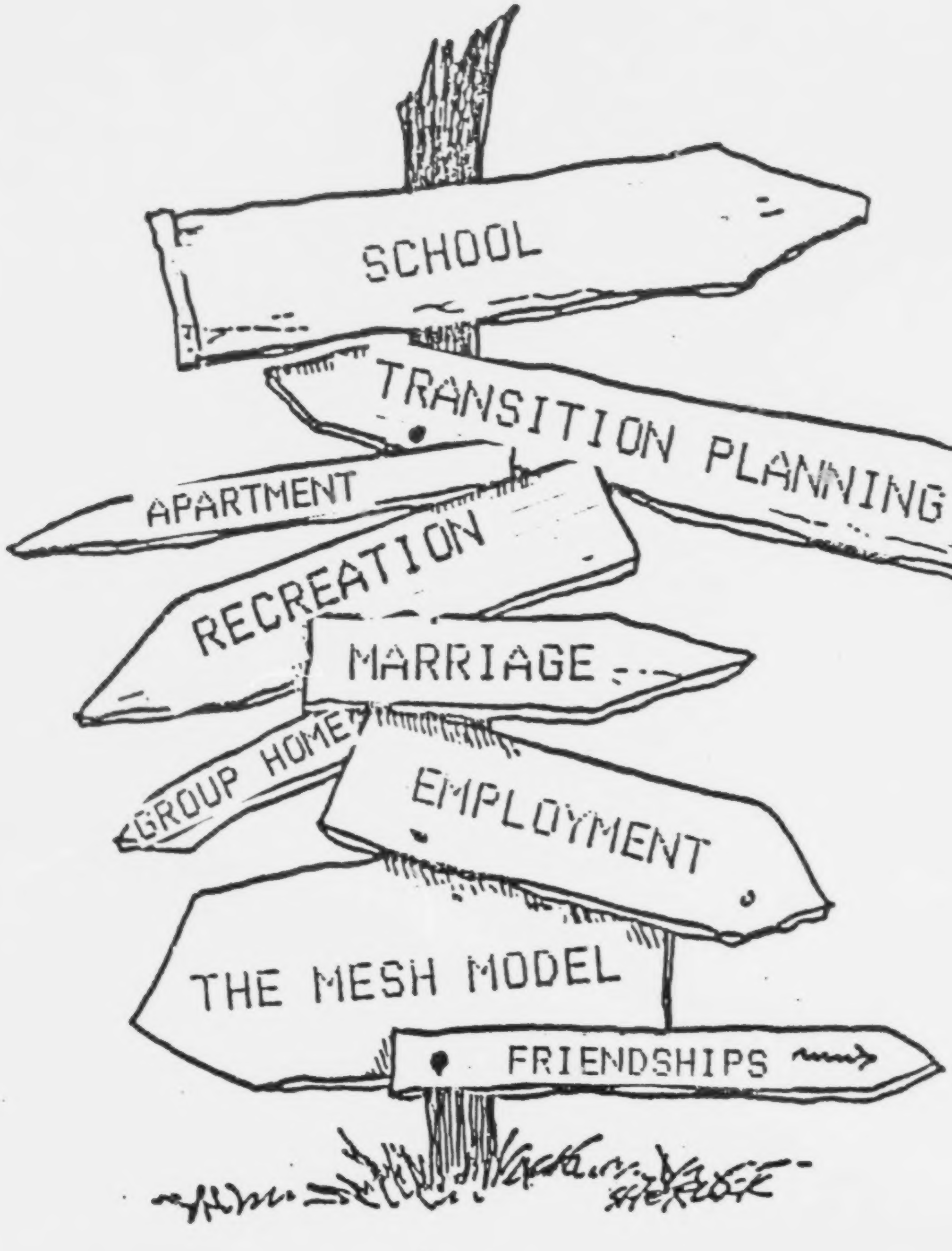
CHAPTER 6: THE BIG STEP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APARTMENT
RECREATION
MARRIAGE
GROUP HOME
EMPLOYMENT
THE MESH MODEL
FRIENDSHIPS

CHAPTER 6: THE BIG STEP

INTRODUCTION

Transitions are a normal part of becoming an adult. All young people as they leave high school face the necessity of making a number of choices about careers, living arrangements, and social goals. For individuals with disabilities, these important transitional decisions are frequently complicated by prejudice in the community against the handicapped and by the need to deal with an unfamiliar array of adult services for the disabled.

The age when students must leave school varies from 18 to 22 according to state laws. At whatever age students graduate from school, they leave behind the guarantees of service which go with the Education of the Handicapped Act. Adult services have different entrance requirements and methods of operation from school services. Also, unlike educational programs, adult services can have waiting lists. Taking the big step into the adult world involves becoming knowledgeable about the community and preparing to take advantage of whatever opportunities are available, or could be made available, to adults with disabilities.

Lesson 1: EDUCATIONAL OR TRAINING OPPORTUNITIES

COLLEGE. Gradually, many colleges and universities are addressing the needs of handicapped students. Contact the Association on Handicapped Student Service Programs (P.O. Box 21192, Columbus, Ohio 43221) for a listing of colleges which make special adjustments for handicapped students.

For a list of colleges that accommodate the needs of learning disabled students, consult A GUIDE TO COLLEGES FOR LEARNING DISABLED STUDENTS edited by Mary Ann Liscio (Academic Press, Harcourt Brace Jovanovich, Commercial Sales Division, Orlando FL 32887-0019).

Some community colleges across the country are developing programs for college-age disabled students that emphasize independent living skills and, in some instances, vocational training. These programs do not include academic degree certification, but do provide community-based training for daily living. (For more information, contact Metropolitan State College in Denver, Colorado, and Community College of Allegheny County in Pittsburgh, Pennsylvania).

VOCATIONAL REHABILITATION. The Vocational Rehabilitation Services Division at the state level supports regional offices which provide many vocational services, including evaluation, guidance, training, transportation, placement in suitable employment, post-employment services, and the provision of tools and other aides to employment.

Eligibility for vocational rehabilitation involves 1) the presence of a physical or mental disability which constitutes a substantial handicap to employment, and 2) a reasonable expectation that vocational rehabilitation services may render the individual fit to engage in gainful employment.

For qualifying students, the Individual Written Rehabilitation

Plan (IWRP) for vocational rehabilitation services can be written at the same planning meeting that an IEP is written.

VOCATIONAL TECHNICAL SCHOOL. Vocational technical schools provide technical training in a variety of fields like computer programming, drafting, auto mechanics, refrigeration and so forth. Many vocational technical schools have the capability and desire to serve disabled students. Admission directors for such programs can provide information about the courses which are available and the entrance criteria for those courses.

ADULT EDUCATION. Adult Education programs provide basic academic instruction for students who wish to attain literacy or to achieve a high school diploma. Such instruction is usually highly individualized and, therefore, suitable for individuals with some types of handicaps.

Exercise 1

Match the following types of educational or training facilities with the opportunities they provide. One option does not fit.

________ Community College

________ Vocational Rehabilitation

________ Vocational Technical School

________ Adult Education

A. Provides basic academic instruction for literacy or to attain a high school diploma

B. Develops craft union apprenticeships

C. Provides job training and placement service

D. Provides instruction in independent living skills

E. Provides technical instruction related to specific community jobs

HOW DID YOU DO?

__ D _____ Community College

__ C _____ Vocational Rehabilitation

__ E _____ Vocational Technical School

__ A _____ Adult Education

Lesson 2: VOCATIONAL OPTIONS

When considering employment of persons with disabilities, the whole range of options which might be appropriate should be explored, even though some of the options are not currently available locally. If planning is done far enough in advance, it may be possible to create options where none have existed in the past.

Mildly handicapped individuals will, of course, be most likely to enter the competitive workforce, but choosing the right job and training for that job should be important aspects of the mildly handicapped student's special education program. Moderately and severely handicapped students, depending upon their skills and social behavior, may best be suited to supervised work opportunities and, in some cases, to certain types of competitive employment. Below is a listing of types of employment options which should be considered in planning transition:

ADULT DAY PROGRAMS. Adult day programs have traditionally been programs for adults who are not considered "ready" for employment. Participants in these programs spend their time learning self-help and developmental skills.

WORK ACTIVITY CENTERS. These centers provide a range of services from functional academics to job skill training and actual work for which the employees receive reimbursement based on their production.

SHELTERED WORKSHOP. Sheltered employment means work which is especially created to suit the needs and abilities of handicapped workers. Such work is not done in the competitive business world, but is usually performed in some protective environment which is intended for the handicapped. Workers in sheltered employment usually receive wages which are below minimum wage and often are paid on a piece-work basis.

SUPPORTED WORK. Supported employment refers to paid work in a variety of settings, particularly community work sites, which is especially designed for the severely handicapped individual and which incorporates the necessary support services to keep the individual functional on the job.

Benchwork Model. The benchwork model is a form of supported employment designed for individuals with severe handicaps. This model shares some features with traditional sheltered workshops, but is also different in several ways. Like sheltered workshops, work in the benchwork model is performed in the program's own workspace. Secondly, successful employment depends entirely on the program's ability to secure an adequate supply of contract work.

The benchwork model is different from sheltered workshops in that it serves only a small number of very severely handicapped individuals who generally would not be served in a sheltered workshop. Rather than working on a variety of contracts like a sheltered workshop, workers in the benchwork model concentrate their efforts on doing one particular type of work, usually on contract to an electronics firm or related industry. The severely handicapped employees are trained, supervised and supported by a small number of highly qualified staff.

Mobile Crew Model. A mobile crew is set up as a small, single purpose business with a general manager who provides direct service to the handicapped employees and performs the management functions necessary for operating the mobile crew. Working from a van, a crew of individuals with handicaps spends the working day performing service jobs in community settings, particularly focusing on building and ground maintenance services.

Enclave Model. The enclave model involves a group of individuals with severe handicaps who are trained and supervised among nonhandicapped workers in a regular industry or business. In this model, workers with handicaps perform tasks within a host company but may remain employees of a nonprofit organization which provides support to the individuals.

Specially trained supervisors provide the training and supervision of production tasks for the workers in the enclave. Payment for work performed is commensurate with pay to others within the company doing the same type and amount of work.

COMPETITIVE EMPLOYMENT. Competitive employment means work in the regular work force with normal wages and benefits. In competitive employment the handicapped worker performs the same job that other workers perform, but there may be some modification of the work environment so that the handicapped worker can be successful.

Exercise 1

A. Which of the following work options occur in a sheltered environment specifically designed for the handicapped? Mark the "sheltered" options with an X.

B. In which of the work options is it likely that the disabled employee would earn the same wages (or close to the same wages) as nondisabled employees? Mark the "regular-wage" options with a $.

C. Which of the following options are designed specifically for severely handicapped individuals? Mark the severely handicapped options S.

________ 1. Adult Day Programs

________ 2. Work Activity Centers

________ 3. Sheltered Workshops

________ 4. Supported Work

________ 5. Benchwork Model

________ 6. Mobile Crew Model

________ 7. Enclave Model

________ 8. Competitive Employment

HOW DID YOU DO?

1. X, S

2. X, S

3. X, S (very severely handicapped individuals are usually not accommodated in sheltered workshops)

4. S, $ (wages may be lower than regular workers)

5. X, $ (wages may be lower than regular workers), S

6. $ (wages may be lower than regular workers), S

7. $, S

8. $ (Some severely handicapped individuals may be involved in competitive employment).

Lesson 3: LIVING ARRANGEMENTS

LIVING AT HOME WITH PARENTS. Some parents may prefer that their handicapped son or daughter continue to live at home after graduation from high school.

INSTITUTION. Handicapped adults may be placed in the state's institutions, but placement of this kind is considered an unusual and very serious step. In Montana there are no voluntary admissions to either the Montana Developmental Center or Eastmont. Admission to these facilities for more than 30 days requires court involvement and approval.

NURSING HOME. Those individuals who are so physically disabled that they need full-time health care may be placed in nursing home facilities. Public nursing homes usually accept Medicare/Medicaid payments for custodial care.

ADULT FOSTER CARE. Adult foster care is available on a limited basis. Social workers in the County Welfare Offices can make these arrangements.

GROUP HOME. When young adults can no longer be properly or appropriately cared for in their natural homes, it is possible for them to be placed in a group home which typically houses up to 8 developmentally disabled adults. To place a family member in a group home, it is necessary to refer that person to a Developmental Disabilities agency to determine eligibility. A statewide review panel prioritizes individuals for the openings that become available in group homes.

If a group home is the most likely living arrangement for a student, it is important in transition planning to make sure that the student is properly signed up with the Developmental Disabilities Division and placed on a waiting list for a group home placement.

TRANSITIONAL LIVING. Transitional Living is a step between group home and independent living which provides continuous, on-site training and supervision for individuals living in apartments.

INDEPENDENT LIVING. Independent living involves individuals with disabilities living in their own apartments with staff visiting them evenings and on weekends to provide training in independent living skills like menu planning and money management. Staff do not live at the apartment complex.

Exercise 1

Number the following living arrangements from the most restrictive (1) to the least restrictive (5).

________ Transitional Living

________ Nursing Home

________ Independent Living

________ Group Home

________ Living in an Apartment

HOW DID YOU DO?

1. Nursing Home
2. Group Home
3. Transitional Living
4. Independent Living
5. Living in an Apartment

Lesson 4: RECREATION AND LEISURE OPTIONS

Preparing disabled young adults to use their leisure time wisely and enjoyably is probably one of the most neglected areas of their education. Obviously, the best type of social life for handicapped young adults is to participate as much as possible in the activities that other young adults in the community enjoy: sports, theater, movies, concerts, clubs, and hobbies. When planning for transition, it important to survey the local options for recreation to determine which ones are accessible and which make particular accommodations to include the handicapped.

Exercise 1

Why do you think that use of leisure time is a neglected area in the education of disabled students?

Have you observed disabled adults participating in your community in leisure time activities? What are those activities?

Is there a publicly funded recreation program in your community? Are provisions made in your community for including handicapped individuals in recreational activities?

Has your community been surveyed to determine which public facilities are accessible to the physically handicapped? Is there a list available of accessible facilities?

HOW DID YOU DO?

Answers will vary.

Lesson 5: SUCCESSFUL TRANSITION

Effective planning for the transition from secondary school to work and community living involves a process of careful preparation of the student, thoughtful consideration of issues by parents, coordination of agencies and services, and the development of a written plan of action which incorporates the family's and the student's values, realistic goals in the domains of daily living and concrete objectives for obtaining those goals.

Exercise 1

List at least 5 elements of successful planning for transition.

1. ____

2. ____

3. ____

4. ____

5. ____

HOW DID YOU DO?

1. Preparation of the student,
2. Consideration of issues by parents,
3. Coordination of agencies and services,
4. Development of written plan of action,
5. Realistic goals,
6. Concrete objectives.

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APPENDIX A

GLOSSARY

-A-

ACADEMIC TRAINING: Refers to instruction in intellectual disciplines like reading, mathematics, spelling, language; instruction in school subjects.

ACCESSIBILITY: The ability of a handicapped person to enter, approach or use a facility.

ACQUISITION: Development of a skill through sustained effort; the process of learning a new skill.

ACLD: Association for Children with Learning Disabilities which is an organization of parents and professionals providing advocacy, information, support, training and materials for persons with learning disabilities and their families. ACLD has a national organization with state and local chapters.

ADAPTIVE PHYSICAL EDUCATION: A specialized program of physical education adapted to the needs of a handicapped student who cannot participate in the regular physical education program without modifications.

ADULT DAY PROGRAMS: Programs of activities and instruction set up specifically to meet the needs of developmentally disabled adults.

ADULT GROUP HOME: A home in a residential neighborhood which provides close supervision, shelter, training and care for developmentally disabled adults. The goal of adult group homes is to train residents so that they can move to a more independent living situation. Group home living promotes mutual communication, interaction, stimulation, social support, and provides access to community-based programs and services.

ADVOCATE: An individual, group of individuals or an association which acts on behalf of a disabled person, group of disabled persons, a care facility, or group of care facilities to insure that their interests and rights are safeguarded.

AFFECTIVE SKILLS: Abilities to express emotions appropriately.

AGE APPROPRIATE: Behavior and activities which are normal and expected of an individual at a certain age; i.e. children play with blocks but adults do not.

ANNUAL GOALS: A statement on a student's Individual Education Program of skills to be acquired during the course of a year; a required component of the Individual Education Program.

APPROPRIATE BEHAVIOR: Behavior which is acceptable in the context in which it occurs; behavior which meets social standards; behavior which is expected of individuals at a certain age or in a particular setting.

APTITUDES: Abilities or capacities for learning a particular response or skill.

ARC: Association for Retarded Citizens which is an organization of parents, professionals and disabled individuals providing advocacy, information, support, and training regarding mental retardation. ARC is a national organization with state and local chapters. The national organization provides a newsletter to members.

AREA MANAGER: An employee of the Developmental Disabilities Division who monitors non-profit corporations with which the DDD contracts to provide services to handicapped individuals.

ASSESSMENT: An evaluation of a person's cognitive, social, and/or motor strengths and weaknesses, levels of functioning and learning characteristics.

-B-

BENCHWORK: A model for sheltered employment which involves a small group of severely handicapped workers performing specific contract work, usually for an electronics firm or related industry.

BEST GUESS PREDICTION: Predicting on the basis of observation, experience and information where an individual is most likely to be and most likely to be doing in the future.

-C-

CARL PERKINS ACT: A federal law, passed in 1984, which is intended to assist the states in expanding, improving, modernizing and developing quality vocational education programs. In particular, the Act is designed to assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions.

CASE MANAGEMENT: Following an individual and assisting with identifying problems and locating services.

CASE MANAGER: A person from a human service agency involved with helping an individual and/or family in dealing with specific problems and adjustments (i.e., social, emotional, financial problems) and in locating and accessing services. Or, a member of the Child Study Team who is responsible for coordinating services, communicating with members of the team, and making sure assigned tasks are accomplished.

CENTERS FOR INDEPENDENT LIVING: Offer a combination of independent living services for physically handicapped individuals that enable them to live more independently in the family and community and/or to secure and maintain employment.

CHILD STUDY TEAM: A group of individuals whose responsibilities are to determine whether or not a student is handicapped and in need of special education, or, in the case of a student already in special education, to determine whether or not a student still requires special education. The members of the team must include an administrator, the student's teacher, the parent(s), and the student, if appropriate. Other individuals may be included if they have information to share or if they have been invited to participate by the parents. Once a student has been determined to be handicapped, an Individual Education Program must be written. The CST may write this plan or another team (IEP Team) may do so.

COMMUNITY-BASED TRAINING: Training which is offered at locations within the community rather than in the classroom. Training may include vocational and/or independent living skills performed in the settings where they normally take place.

COMMUNITY JOB SITES: Sites in the community used for training vocational skills. These may be businesses, offices, restaurants and so forth.

COMMUNITY-REFERENCED: Based upon what is required or demanded by the standards of the community.

COMPETITIVE EMPLOYMENT: Work obtained in regular job market.

COMPREHENSIVE CARE: Total care for a person's basic physical, emotional and social needs.

CONSERVATORSHIP: A form of guardianship in which the guardian is awarded responsibility to manage funds or property for an incapacitated person.

CRITERIA OF ULTIMATE-FUNCTIONING: Using as a goal adult competence instead of an academic or developmental standard.

CRITERION-REFERENCED TEST: A test which compares a student's performance to a specified level of mastery or achievement.

-D-

DAY ACTIVITY CENTER: A facility for more severely handicapped persons who are not productive enough to do contract work, such as that done at a work activity center. Day activity center clients may be involved in some contract work for which they are paid, but they are more likely to be involved in self-help skills training such as dressing, toileting, etc.

DEAF: A hearing impairment which is so severe that the persons' hearing is non-functional for the ordinary purposes of life. Inability to hear and understand language with or without the use of amplification.

DEAF/BLIND: A person who has both hearing and visual impairments. This combination of impairments causes severe educational problems which cannot be accommodated in a special education program designed solely for deaf or blind students.

DEVELOPMENTALLY DISABLED: A disability originating in the developmental period (before age 18) which is attributable to mental retardation, cerebral palsy, epilepsy, autism, or other conditions found to be closely related to retardation. The condition is likely to continue indefinitely, constitutes a substantial handicap to the person in three or more areas of major life activity (e.g., self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living and economic self-sufficiency) which requires individually planned and coordinated, life-long services.

DEVELOPMENTAL SKILLS: Abilities which are acquired in the normal course of growth and development.

DIAGNOSTIC TEST: An evaluation which helps to identify problem areas or to show strengths and weaknesses.

DIRECTION SERVICE: A social service agency which helps individuals to locate and gain access to services in the community.

DISCREPANCY ANALYSIS: An evaluation of the variation between the skills a student possesses and the skills required to perform a particular job or task.

DOMAINS: Spheres of activity; such as social skills, self-care skills, community living skills.

ECOLOGICAL INVENTORY: An assessment of the entire environment and the interrelationships of individuals in the environment; for example, an assessment of a job environment and the interrelationships among workers.

EDUCATION OF THE HANDICAPPED ACT (EHA): The federal law, passed in 1975, which guarantees a free, appropriate public education for all handicapped children.

EMOTIONALLY DISTURBED: A condition exhibiting one or more of the following characteristics to a marked degree and over a long period of time: an inability to learn which cannot be explained by intellectual, sensory, or other health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains, or fears associated with personal or school problems. Does not include persons who are "socially maladjusted."

EMPLOYMENT HANDICAP: A physical or mental disability which constitutes a substantial deterrent to a persons's ability to gain employment.

ENCLAVE: Sheltered employment in real work settings for mentally retarded individuals. Workers are usually segregated from nonhandicapped workers into a work crew and usually earn a set amount of money for each piece of work they complete.

ENTITLEMENT: A legal guarantee of a particular right. For example, P.L. 94-142 entitles all handicapped children to a free, appropriate public education.

ENTRY LEVEL SKILLS: Abilities which are required at the begining level of a particular job.

ENVIRONMENTAL ASSESSMENT: An evaluation of all the characteristics of a particular set of surroundings; i.e. a school, an apartment, a group home.

-F-

FAMILY-OF-ONE: Declaring an individual to be a family for the purposes of financial qualification for services. For example, handicapped individuals can qualify as disadvantaged and receive services under the Job Training and Partnership Act if their personal financial resources are considered separately from the resources of their families.

FOLLOW-UP: Continuing to monitor an individual's progress after they have stopped receiving a particular service; i.e. observing a student after graduation.

FOSTER PLACEMENT: An arrangement whereby the individual lives in a home not his/her own, frequently placed there under the supervision of a professional agency or institution.

FULL GUARDIANSHIP: An arrangement made through the courts by which a guardian is appointed to take over full responsibility for the care and decision-making for incapacitated person.

FUNCTIONAL SKILL: A skill which can be used in an individual's day-to-day life; a skill of daily living.

FUTURE-ORIENTED: Educational planning which is based upon preparing a student to meet the skill requirements of the next environment in which he or she needs to function.

GROUP HOME: A closely supervised living situation for handicapped individuals which promotes mutual communication, interaction, stimulation, social support, and access to community-based programs and services as well as providing training for self-help and independent living skills.

GUARDIAN: One who is court-approved to be responsible for the care and custody of a minor child or handicapped adult and/or the management of their financial affairs.

GUARDIANSHIP: Assuming through court approval the responsibility for the care and custody of a minor child or a handicapped adult.

-H-

HABILITATION: Enabling an individual to enjoy a healthy, productive, useful life.

HANDICAPPED CHILD: A child evaluated as being mentally retarded, hard-of-hearing, deaf, speech-impaired, visually handicapped, emotionally disturbed, deaf/blind, multihandicapped, orthopedically impaired, other health-impaired, or as having specific learning disabilities, who because of those impairments need special education and related services. A child who is 5 years of age or younger may be identified as handicapped without the handicapping condition being specified.

HANDICAPPING CONDITION: Any of the 11 categories of disabilities recognized by P.L. 94-142; mentally retarded, hard-of-hearing, deaf, speech-impaired, visually handicapped, emotionally disturbed, deaf/blind, multihandicapped, orthodpedically impaired, other health-impaired, or learning disabled.

HARD OF HEARING: A mild or moderate hearing loss, either fluctuating or permanent, which is not included within the definition of deaf but which is generally of such a nature and severity as to require one or more special education services.

HEARING IMPAIRED: Having a hearing loss of some degree (mild, moderate, severe or profound). Encompasses both deaf and hard-of-hearing.

HUMAN RESOURCE AND DEVELOPMENT COUNCIL (HRDC): Community action agencies which operate or delegate community services Block Grant Funds from the federal government. Some examples of HRDC programs include JTPA job training, Housing Assistance, and Displaced Homemakers programs.

IMPLEMENTATION SITES: Locations where research programs can be tried out to see if they are effective under practical conditions.

INAPPROPRIATE BEHAVIOR: Behavior which does not meet accepted social standards.

INCAPACITATED PERSON: A person who, because of disability, is unable to make responsible decisions.

INDEPENDENT LIVING FACILITY: A facility in which a handicapped individual lives in his or her own apartment and is visited by a trainer a few times a week for help and training in such tasks as grocery shoppping, going to the bank and so forth.

INDEPENDENT LIVING TRAINING: Teaching skills which will enable a handicapped individual to live without supervision.

INDEPENDENT SKILLS: Tasks which can be performed without assistance from others.

INDIVIDUAL EDUCATION PROGRAM (IEP): A written statement required by P.L. 94-142 which is developed by the Child Study or an IEP Team and contains the following parts: a statement of the child's current level of educational performance; annual goals and short-term instructional objectives; a description of the services to be provided and the extent to which the child will be able to participate in regular educational programs; and the projected initiation date and the anticipated duration of service; objective criteria for determining, at least annually, whether short-term instructional objectives have been achieved.

INDIVIDUALIZED HABILITATION PLAN (IHP): A written plan of intervention and action which is developed by an interdisciplinary team on the basis of assessment of skills and a determination of the needs of the individual receiving service. IHP's are written for individuals who are involved in the residential programs of the DD Division.

INDIVIDUAL WRITTEN REHABILITATION PLAN (IWRP): A written plan outlining the services and training an individual needs to prepare him/her for gainful employment. The IWRP is developed for individuals who qualify for services from the Vocational Rehabilitation Department.

INDUSTRIAL ARTS EDUCATION: The exposure of students to specific areas of hands-on technical training for the purpose of exploration and/or development of hobbies or home skills for daily living.

INFORMAL ASSESSMENTS: Evaluations of how a student performs using assignments and exercises from the curriculum.

INSERVICE TRAINING: Instruction to update or enhance the skills of individuals who are already employed in a particular job or profession; instruction is usually provided at the job site.

INSTITUTION: Public or private facilities which provide professional services on a 24-hour residential basis, including those facilities designed to provide for the education, care, treatment, habilitation, and rehabilitation of the handicapped.

INSTITUTIONALIZATION: The state or condition of having been placed into a collective, residential facility which is generally administered by the state and houses individuals labeled as being mentally retarded or emotionally disturbed.

INTEGRATION: The inclusion of special education students and classes in the regular education environment.

INTENSIVE CARE FACILITY FOR THE MENTALLY RETARDED (ICFMR): A specialized facility, licensed through Medicaid, which serves as an intermediate residential care facility for mentally retarded individuals requiring intensive services for such things as skill deficiencies, complex medical problems, or severe behavior problems. Specific requirements for placement and services are designated by Medicaid.

INTENSIVE TRAINING HOME: A group home for individuals requiring more intensive types of behavior management or personal care. Clients in intensive training homes may have 1) a multitude of skill deficiencies, especially in the area of self-help skills, 2) complex medical problems, such as seizure disorders, or 3) severe behavior problems, such as self-abuse.

INTERAGENCY COOPERATION: Agencies working together to provide services; for example, public schools working with adult service providers in planning for transition of special education graduates.

INTERAGENCY COOPERATIVE AGREEMENTS: Formal documents which outline the ways that agencies have agreed to work together.

INTERPERSONAL BEHAVIOR: Social behavior; the ways that an individual interacts with others.

-J-

JOB COACHES: Regular employees who can be enlisted (for extra pay or some other incentive) to assist a handicapped worker in learning to do a job or maintaining performance on the job.

JOB SKILLS INVENTORY: An inventory of the skills required to perform a particular job in the community; a product of the MESH Project.

JOB TRAINING AND PARTNERSHIP ACT (JTPA): A federal law which provides for job training and experience for disadvantaged and handicapped youth. May be administered by Job Service or Human Resource and Development Council.

LEARNING DISABILITIES (LD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. These disorders include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental disadvantage.

LEARNING STYLE: A combination of the student's most successful most preferred methods for learning.

LEAST RESTRICTIVE ENVIRONMENT (LRE): The requirement in P.L. 94-142 that, to the maximum extent appropriate, handicapped children are educated with their non-handicapped peers, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature of severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LEISURE SKILLS/LEISURE TIME ACTIVITIES: Pleasurable, recreational activities, such as reading, game playing, and interacting socially.

LIFE SKILLS: Those skills necessary to carry out everyday activities.

LIMITED GUARDIANSHIP: A court-approved relationship in which an individual takes responsibility for specific aspects of an incapacitated life; i.e. medical and financial decisions.

-M-

MAINSTREAMING: A process of implementing the concept of least restrictive environment by placing handicapped children in conventional schools and regular classes and integrating them with normal children to the maximum extent possible.

MALADAPTIVE BEHAVIOR: Inappropriate behavior or behavior that is judged to be significantly below accepted standards for a particular age, social setting or cultural group.

MANDATE: An order issued by a court of law or a legislative act.

MEDICAID: A program, jointly funded by the states and the federal government, designed to provide assistance in the payment of medical bills for eligible individuals (those on Welfare or receiving Socil Security benefits, medically needy, blind, and disabled individuals).

MEDICARE: A federal program designed to provide hospital insurance protection to cover services to eligible individuals 65 years of age or over. Is also available for disabled children and youth if they have been entitled to Social Security disability payments for at least two consecutive years.

MENTALLY RETARDED: Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects an individual's educational performance.

MESH: Montana Model for the Education of the Severely Handicapped, a three-year federal project for the development of services to severely handicapped individuals in Montana.

MILDLY HANDICAPPED: Individuals whose disability interferes very little with normal functioning, whose behavior and skills are close to normal.

MOBILE CREW: A small group of handicapped employees who perform service jobs in community settings, particularly focusing on building and ground maintenance.

MODERATELY HANDICAPPED: Individuals whose disabilities are recognized during the developmental period and who require a degree of assistance and supervision throughout their lives.

MONTANA MODEL FOR EDUCATION OF THE SEVERELY HANDICAPPED (MESH): A three-year, federally funded project to develop a model for the education of the severely handicapped in Montana.

MULTI-HANDICAPPED: The prescence of more than one type of handicap in an individual such as physically handicapped/mentally retarded or deaf/blind, the combination of which causes severe educational problems which cannot be accommodated in special education programs solely for one of the impairments.

-N-

NORM-REFERENCED TEST: Compares a student's performance to that of a normative (peer) group. Its use is limited to students who resemble the groups which were used to norm the test scores.

NURSING HOME (PUBLIC/PRIVATE): A generic community facility capable of providing persons who have continuing medical needs with 24-hour care, treatment, and activity. Public homes usually have fewer age restrictions and will usually accept Medicare or Medicaid payments.

-O-

OCCUPATIONAL THERAPY: A program of mental and/or physical activity, medically prescribed and professionally guided, to rehabilitate a child or adult who has suffered from injury, disease, or disability to help the individual attain or maintain maximum functioning in their daily life tasks.

OFFICE OF PUBLIC INSTRUCTION (OPI): The state education agency (SEA) responsible for monitoring educational and vocational programs for school-aged individuals within the state. There are four divisions: Administrative Services, Basic Instructional Services, Special Services, and Vocational Services.

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS): A department in the federal government in the U.S. Department of Education which oversees special education and rehabilitation programs and funding.

ON-GOING SERVICES: Services which continue throughout a handicapped individual's life or as long as those services are needed.

ON-THE-JOB TRAINING (OJT): Employment training which occurs on the job site under the conditions in which the job is usually performed.

ORTHOPEDICALLY IMPAIRED (OI): A severe impairment of the locomotive structures (parts of the body involved with movement), i.e., bones, joints, and muscles. Includes but is not limited to impairments caused by congenital anomaly, disease, and accident.

OTHER HEALTH IMPAIRED (OHI): Having limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle-cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes.

-P-

PAPER AND PENCIL TESTS: Evaluations, usually of mental ability or achievement, which are written in nature.

PARENT INVENTORY: A three part survey consisting of two structured interviews with parents or guardians and a questionnaire. This inventory provides information about the parent's perceptions of a student's skills; a product of the MESH Transition Project.

PEER TUTORING: Instruction provided by one student to another of approximately the same age.

PERFORMANCE CRITERIA: The standards of accomplishment for completing a particular task.

PHYSICAL RESTORATION: Any procedure undertaken to improve an individual's physical movement, such as the fitting of a prosthetic device or surgical intervention.

PHYSICAL THERAPY: The application of knowledge of neurodevelopmental techniques to problems of feeding, positioning, ambulation, and the development of other gross motor and fine motor skills.

PHYSICALLY HANDICAPPED: Refers to any number of conditions in which there is a physical defect that may reduce an individual's capacity for education and/or self-support. Includes blindness, speech and language problems, mobility handicaps, cerebral palsy, autism, and multiple handicaps.

PREVOCATIONAL SKILLS: Skills and attitudes thought to be prerequisites for successful employment; such as, understanding the meaning of work, characteristics and habits of a worker, responsibilities of a wage earner.

PSYCHOMETRIC TESTS: Assessment of an individual's functional abilities using psychological tests. These tests may be interest and ability inventories used for educational and vocational guidance, intelligence tests, projective tests for studying the personality, and various tests for evaluating the possiblity of organic impairment of functioning.

-Q, R-

REHABILITATION: Restoration to healthful, useful activity; particularly to restore an individual's ability to work.

REHABILITATION COUNSELOR: Trained professional who helps handicapped persons to understand their problems, potentials, and limitations, to identify realistic rehabilitation objectives, and to utilize both public and private resources, as necessary, to achieve optimal functioning.

REINFORCEMENT: Strengthening a response by rewarding or supporting it.

RELATED SERVICES: Transportation and other support services as are required to help a handicpped child benefit from special education. Included are speech pathology, audiology, and assessment, diagnostic counseling and medical services school health services, social work services in schools, and parent counseling and training.

RESIDENTIAL FACILITY: Public or private facility offering 24-hour service which may include short or long term diagnostic services or special programs and may be used in a continuum of community services.

RESOURCE ROOM: A room or area within a school staffed by trained special educators who assist students with academic learning. Usually students with mild disabilities like learning disabilities, mild mental retardation or emotional disturbance receive services in the resource room. The resource teacher may also act as a consultant to regular education teachers who have special education students in their classrooms.

RESPITE CARE: Reimbursement for the care of a handicapped person, either in or outside the home and for short, specified periods of time on a regular or intermittent basis for the purpose of temporarily relieving the family of his/her care.

-S-

SCHOOL TRUSTEES: A board which is responsible for school district policy and program decisions. The trustees have authority over matters such as funding of special education services, approval of special education programs, assuring the availability of special education placements, hiring of staff and planning of new facilities and programs.

SCHOOL SKILLS INVENTORY: An assessment of the functional skill necessary to function in a particular school environment; a product of the MESH Project.

SELF-CARE TASKS: The ability to care for oneself in terms of toileting, feeding, dressing and grooming.

SELF-CONTAINED CLASSROOM: A special education classroom in which students receive individual instruction for more than 50% of the school day.

SEMI-INDEPENDENT LIVING: An older term, no longer in general use, referring to an intermediate step between group home and independent living.

SENIOR ACTIVITIES PROGRAMS: Programs administered through the Developmental Disabilities Division which provide day programs for geriatric mentally retarded individuals; these programs focus on recreational activities, maintenance of self-help skills and so forth.

SENSORY HANDICAPS: Impairment of vision and/or hearing.

SERVICE PROVIDERS: Individuals or agencies which furnish services to developmentally disabled individuals.

SEVERELY HANDICAPPED: Individuals whose disabilities are so serious that they require some degree of lifetime care and/or supervision.

SHADOWING: A component of work skills training in which the handicapped individual accompanies a trained worker to the work place and observes him or her performing the various components of the job.

SHELTERED EMPLOYMENT: Work which is especially created to suit the needs and abilities of handicapped workers, usually performed in a protective environment, such as a sheltered workshop. Wages are usually below the minimum wage.

SHELTERED WORKSHOP: A structured program of activities involving work evaluation, work adjustment, occupational skill training and paid part- or full-time employment for handicapped individuals who have achieved a fairly high level of productivity. Work is usually contract work and workers are paid on a piece-rate basis.

SHORT-TERM INSTRUCTIONAL OBJECTIVES: An outline of specific instructional skills which must be acquired in order to meet the requirements of the long term goals which are a part of a student's IEP.

SOCIAL AND REHABILITATION SERVICES (SRS): A department of the state government which administers many of the social and welfare services in the state through its seven divisions, which are: Community Services, Developmental Disabilities, Vocational-Rehabilitation Services, Veteran's Affairs, Visual Services, Economic Assistance, and Social Services.

SOCIAL BEHAVIOR: Interacting with one's co-workers, companions and friends.

SOCIAL CUES: Specific stimuli provided by other people in an individual's social environment.

SOCIAL INTEGRATION: The opportunity for a handicapped child to spend at least part of the day with nonhandicapped peers. Social integration does not necessarily imply that the student is involved in academic instruction in the regular classroom. It does suggest that the handicapped student is included in social activities like lunch, recess, assemblies, extracurricular activities, and other aspects of student social life.

SOCIAL SECURITY: A department in the federal government which maintains employment and wage records and provides survivors, disability hospital and medical insurance programs. Social Security is contained within the U.S. Department of Health and Human Services.

SPECIAL EDUCATION COOPERATIVE: A group of school districts working together to provide special education services.

SPEECH IMPAIRED: A communication disorder such as stuttering, impaired articulations, or a language or voice disability which adversely affects a child's interpersonal relationships and/or educational performance.

SPEECH PATHOLOGIST: A professional trained to determine the nature of speech and language problems and to provide appropriate treatment and remediation.

STERILIZATION: A surgical procedure which renders an individual incapable of reproduction.

STUDENT REPERTOIRE INVENTORY: An inventory of the skills a student presently has.

SUPPLEMENTAL SECURITY INCOME (SSI): A federal income maintenance program that pays monthly checks to the aged and to disabled and blind adults and children who have little or no income or resources.

SUPPORTED EMPLOYMENT: Paid work in a variety of settings, particularly regular work sites, especially designed for severely handicapped individuals irrespective of age or vocational potential for whom competitive employment at or above the minimum wage is currently unlikely.

-T-

TASK ANALYSIS: Breaking an activity down into its smallest components so that the task can be taught in a step-by-step fashion.

THREE-YEAR RE-REVALUATION: A comprehensive assessment of a special education student's performance levels; this assessment is required by P.L. 94-142, so that a student's status in special education receives periodic review.

TIME-LIMITED SERVICES: Services which have a beginning and ending point. Vocational rehabilitation services are time-limited in that they begin at a certain point and end when an individual completes training or begins a job.

TRANSITION: A period when an individual is making a significant change from one program or environment to another; specifically, a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment.

TRANSITION ACTIVITIES CHECKLIST: A list of the activities which should take place during the transition period when a student is leaving high school and entering the community; a product of the MESH Project.

TRANSITIONAL LIVING SERVICES: A middle step in the transition from a more restrictive living situation (i.e., a group home) to an independent living situation. There are two models: 1) an on-site supervisor living in the same apartment building with a number of developmentally disabled clients and available for help as needed, and 2) a 24 hour/day, 7 day/week on-call supervisor who does not live at the same location as the clients but who is available for help as needed.

TRUST: Something committed to the care of another. Specifically, a legal title to property held by one party for the benefit of another.

TRUSTEE: A member of a board elected or appointed to direct the funds and policies of an institution (as in School Trustee); an individual who holds a trust for another.

TURNING 22 LAW: A law in the state of Massachusetts which creates a single point of entry into the Adult Human Services system by developing an Individual Transition Plan for every person who is found eligible because he/she is disabled and will need on-going services and support.

VISUALLY IMPAIRED: Persons with a diagnosed degenerative eye disease or such severe visual loss (vision 20/50 or less in the best eye after correction) as to require special services. Includes both partially seeing and blind individuals.

VOCATIONAL ASSESSMENT: A comprehensive process designed to assist an individual in choosing and finding a job by systematically providing information about an individual's work-related strengths, aptitudes and weaknesses; incorporates medical, psychological, social, vocational, educational, cultural and economic data.

VOCATIONAL COUNSELING: Process of helping the handicapped person understand his/her vocational assets and liabilities and of providing occupational information to help him/her choose an occupation suitable to his/her interests and abilities.

VOCATIONAL EDUCATION: A blend of hands-on experience and classroom instruction to teach specific job skills leading to employment.

VOCATIONAL PLACEMENT AGENCY: An agency which assists handicapped individuals in attaining employment. May also offer other vocational services, such as assessment, work evaluation and job skills training.

VOCATIONAL REHABILITATION: A process in which a handicapped person is assisted in understanding his/her potentials and limitations and in carrying out a program of self-improvement that is designed to lead to employment and personal adjustment.

VOCATIONAL SKILLS: Abilities directly related to employment.

VOCATIONAL TECHNICAL SCHOOL: A post-secondary school providing training in practical job skills leading to employment.

VOCATIONAL TRAINING: Practical job skills training, often on-the-job training.

-W, X, Y, Z-

WORK ACTIVITY CENTER: A workshop offering contract work and self-care training activities for moderately to profoundly mentally retarded adults who are thought to be incapable of working in sheltered workshops. The workers are paid a salary for their work.

WORK PROGRAM: Refers to on-the-job training. An example would be the Job Training Partnership Act (JTPA), which provides money for employers to hire and train a handicapped individual in a job skill.

WORK SAMPLE ANALYSIS: Used to study correct and incorrect responses in a sudent's classroom work.

APPENDIX B

PLANNING FORMS

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ILDREN
[illegible]
[illegible] 59101-0298
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ANNUAL GOALS AND SHORT TERM OBJECTIVES

DOMAIN:

___Independent living/ Domestic Skills

___Academic Skills

___Vocational Skills

___Personal/Social Skills

___Recreation/Leisure Skills

Criteria for entrance into future placement (list specific skills required for sucessful transition):______________________________

Present level of performance______________________________

Annual Goal# ___:______________________________

Short term objectives (Written in behavioral terms with criteria for evaluation of objectives and a timeline for evaluation: Please circle appropriate setting:

Date start/end

1.1 Home School Community______________________________

1.2 Home School Community______________________________

1.3 Home School Community______________________________

1.4 Home School Community______________________________

MONT [illegible] DICAPPED
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DATE:
CASE MANAGER:

INDIVIDUAL EDUCATION PLAN

PUPIL INFORMATION:

Pupil ______________________ D.O.B. ______________
School ______________________ Grade ______________
Duration of IEP: from ______________ to ______________
Parent/Guardian ______________________________
Address ______________________________
Phone: ______________________________
(Home) (Work)

SPECIAL EDUCATION TO BE PROVIDED

Type of Instruction	Person responsible	Hours p/w	Dates start-end	
_____Self-Contained				
_____Special Class				
_____Community-Based				
_____Vocational				
_____Other				

PLACEMENT - LEAST RESTRICTIVE ALTERNATIVE

Hours per week

____Self-Contained ______________________________
____Resource Room ______________________________
____Regular Class with Support ______________________________
____Other ______________________________

PARTICIPATION WITH NONHANDICAPPED STUDENTS

Hours per week

Regular music ______________________________
Regular art ______________________________
Regular P.E. ______________________________
Peer Tutor/Buddy ______________________________
Assemblies and/or meals ______________________________
Other ______________________________

RELATED SERVICES TO BE PROVIDED

	Date	End Date	Time to be Provided
Occupational Therapy			
Physical Therapy			
Speech Therapy			
Adapted Phys.Ed			
Other			

Most likely future placement based on current client information and CST recommendation: ______________________________
____

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IEP PROCEDURAL SAFEGUARDS

The law has PROCEDURAL SAFEGUARDS built into it which protect you and your child. These are meant to assure that you can be involved in educational decision making for your child.

1. YOU, AS A PARENT HAVE THE RIGHT TO BE NOTIFIED WHENEVER THE SCHOOL
   a. wishes to evaluate your child
   wants to change your child's educational placement; or
   c. refuses your request for an evaluation or for a change in placement

2. YOU MUST GIVE YOUR WRITTEN CONSENT BEFORE THE SCHOOL CAN EVALUATE YOUR CHILD OR PLACE YOUR CHILD IN A SPECIAL EDUCATION PROGRAM.

   The school cannot conduct an evaluation without your permission. IT IS ALSO IMPORTANT TO UNDERSTAND THE FOLLOWING ABOUT EVALUATIONS:
   a. If your child is evaluated and you disagree with this evaluation, you have the right to obtain an INDEPENDENT EVALUATION. The school must provide you a list of places where you can get an independent evaluation at school expense, if the school's evaluation was inappropriate.

   b. When, at any time after your child's placement in a program, you suspect that the placement isn't the right one or that a change has occurred in your child's abilities, you have the right to request a RE-EVALUATION by the school.

   c. The school must re-evaluate your child at least every three years, or more frequently if his or her condition changes or if you or your child's teacher requests it.

   d. Any testing that is done on your child must be given in the LANGUAGE HE/SHE KNOWS BEST (for example, if your child's primary language is Spanish and the language he or she understands best is Spanish, this is the language in which he or she must be tested). Also, students who are deaf have the right to an interpreter during the testing.

3. YOU HAVE THE RIGHT TO REVIEW ALL OF YOUR CHILD'S RECORDS.

4. YOU HAVE THE RIGHT TO PARTICIPATE IN DEVELOPING YOUR CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP).

5. THE SCHOOL MUST FULLY INFORM YOU OF ALL THE RIGHTS THAT ARE PROVIDED TO YOU UNDER THE LAW.

6. YOU HAVE THE RIGHT TO AN IMPARTIAL DUE PROCESS HEARING IF YOU DISAGREE WITH ANY DECISION THE SCHOOL MAKES ABOUT YOUR CHILD.

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If you have questions about your rights, or any part of the Special Education process, please contact your School Administrator. Additional written information about your rights and the Special Education process is available on request.

Sign the appropriate statement:

I have had the opportunity to participate in the development of this INDIVIDUAL EDUCATIONAL PROGRAM and approve of its content and the educational placement/service for my son /daughter. I also understand my parental rights.

______________________________ ____________
Parent/Guardian Date

I disagree with the Individual Education Program and do not approve the educational placement.

______________________________ ____________
Parent/Guardian Date

The following persons have participated in the development of this IEP:

Signature	Position
______________________________	Administrator or Designee
______________________________	Regular Education Teacher
______________________________	Special Education Teacher
______________________________	________________________
______________________________	________________________
______________________________	________________________
______________________________	________________________

DIRECTIONS FOR USING PARENT INVENTORY

There are three parts of the Parent Inventory: the Preliminary Structured Interview Form, the Parent Survey, and the Concluding Structured Interview Form. The Preliminary Structured Interview Form should be used in a one-to-one situation with the parent or guardian. The purpose of this interview process is to help the parents feel comfortable with thinking about future options for their child. The interview is an opportunity to explain some of the possible options and to define terminology used in various programs.

Also, during this interview the teacher or administrator can go over the Parent Survey Form which parents can complete with help or at home on their own, whichever they prefer.

The Parent Survey covers a wide range of skills and activities. Some of the skills will not be relevant for a particular child. For example, a mildly handicapped learning disabled child would exhibit competency in almost all the skill areas, so the parents could be urged just to fill out only the sections which are relevant; i.e. the section on social maturity, organizational skills, orientation to new environments. The survey does not ask for information about academic skills because this information would presumably be provided in other ways.

It is important to note that the Parent Survey should not be used with parents of profoundly handicapped children. Filling out the Parent Survey is intended to be a positive experience for parents. However, for the parents of a profoundly handicapped child there are so few items on the Survey which they can mark positively that filling it out can be an unpleasant experience. To avoid this kind of negative occurrence, we suggest that parents of profoundly handicapped children be asked the following open-ended types of questions:

What new skills would you like to see your child learning?
Where do you expect your child to be (living, working, attending school) in the next three years?
What have been some of your child's accomplishments during the past year?
What are some successful ways you have found for helping your child learn?

The final portion of the Parent Inventory should also be used in a one-to-one interview situation with parents. The purpose of the Concluding Structured Interview is to help parents draw conclusions from the information provided in the first two parts of the Inventory. In the Concluding Structured Interview parents can identify specific skills which their child needs to learn. These skills can become part of the Transition IEP which is then written for the child.

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U.S.D.E. CONTRACT #300-83-0192

PRELIMINARY

STRUCTURED INTERVIEW FORM

VOCATIONAL SKILLS

1. Would you like your daughter or son to have a job at some point in the future?

_______yes _______undecided _______no
Go to question #4

2. Which type of placement do you consider most appropriate for your daughter or son, after being properly trained?

_______sheltered employment

_______competitive employment

Type of work you prefer, if any (example: food service):___________________

____

_______don't know

3. Which type of job do you consider most appropriate for your daughter or son?

_______full-time

_______part-time

_______either

_______undecided
Go to question #5

4. Which of the following best explains your feelings about future employment for your son or daughter? (Circle all choices that apply).

   a. He or she is too handicapped to ever hold a job.

   b. The income and benefits earned through working are not worth giving up their present government benefits.

   c. I would always worry about how my daughter or son was treated by the people she or he worked with and met on the job.

   d. Transportation to and from their job would be too large a problem.

   e. Other (please specify):_________________________________

   ____

5. Do you like the idea of job training being conducted at the school attended by your daughter or son?

_______yes _______undecided _______no
Go to question #8

6. Below is a list of possible goal areas. Please rank each of them on a scale from 0 to 5 as to how important it is in your opinion. The highest rating is 5, meaning great importance. The lowest is 0, meaning no importance. Ratings of 1, 2, 3 and 4 may be used to score between the extremes.

_______leisure skills training (learning to play checkers, etc.)

_______personal grooming skills

_______job training

_______recreational activities

_______functional academics (learning to tell time, count money, read, etc.)
Go to question #7

7. Which of the following types of job training do you feel would be proper for the school to include in its program? (Make a check mark beside your answers).

_______actual on-the-job training at locations in the community

_______practicing different tasks at the center (such as washing pots or cleaning bathrooms)

_______job simulation, including doing work and receiving token payment

_______actual subcontracting with various organizations to do such things as stuffing envelopes, with a piece-rate form of payment

8. Which of the following best explains your feelings about job training at the school (Circle letter of your choice).

a. My daughter or son is not going to work, and therefore I would rather see the center concentrate on something else.

b. I would feel that few if any of those attending the center would benefit from such training.

c. I feel the center is not able to handle such training adequately.

d. I feel it is not an appropriate activity for the center.

e. Other:____
Go to question #9

9. Listed below are some items of potential interest, when considering the possibility of a job for your son or daughter. Please find the three of most interest to you and rank them. The item of most interest will be marked 1, of second interest 2 and so forth.

_______job satisfaction for my daughter or son

_______possibility for increased social contact for my daughter or son

_______the gaining of additional income

_______increased sense of independence for my daughter or son

_______increased freedom for myself

_______other (please specify):_______________________________________

10. Listed below are several items of possible concern to parents of retarded adults as they consider employment for their daughters and sons. Please find the three of most concern to you and rank them as in the previous question.

_______possible loss of government benefits

_______quality of training for the job

_______possible mistreatment of my son or daughter by persons they work with or other persons met at the job

_______frustration possibly experience by my daughter or son

_______difficulty of getting him or her to and from work

_______whether or not there are appropriate jobs available with interested employers

_______other (please specify):_______________________________________

11. The information requested below would be helpful, but you are free not to answer.

    a. the sex of your child attending school.

    _______male _______female

    b. his or her age:

    _______under 20 years _______20-30 years

    _______30-40 years _______over 40 years

12. Any other comments you wish to make with respect to the topics covered in the questionnaire (use reverse side if necessary):

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I. COMMUNITY MOBILITY

For each of the following settings, please check the column that describes what your child does most often. Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
My child goes in: A. Family car				
B. Bus, train or plane				
C. Fast food restaurants				
D. Other eating establishments				
E. Other people's homes				
F. Department stores				
G. On errands (Banks, etc.)				
H. Movies				
I. Grocery stores				
J. Church				
K. Other (please specify)				

1. COMMUNITY MOBILITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Goes a few blocks from work/ home without getting lost				
Makes way around home, school or work without getting lost				
Understands and applies pedestrian rules (for example, walks on sidewalks, uses street signs and traffic signals, etc.)				
Uses bicycle to make way around the community independently				
Uses public transport to make way around the community				
Relies on parents/group home staff to meet transport needs				

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I. COMMUNITY MOBILITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
EATS IN PUBLIC PLACES				
Eats in public restaurants or fast food establishments				
Orders desired food items				
Makes purchases from public vendors/vending machines				

II. RECREATION SKILLS

For each of the following recreation settings, check the column that describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT GO	GOES INDEPENDENTLY	GOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
A. Playgrounds/community parks				
B. Swimming pools				
C. Family picnics				
D. Family camping trips				
E. Horseback riding				
F. After school community program (Scouts, YMCA/YWCA, etc.)				
G. Gym program				
H. Go to summer camp				
I. Other (Please specify)				

III. LEISURE SKILLS

Check the box that best describes how your child does the following.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
A. Plays simple board games				
B. Plays card games				
C. Plays ball games				
D. Plays alone with toys/ recreational equipment				
E. Plays cooperatively with another person				
F. Rough houses with parents, siblings or others				
G. Uses tricycle				
H. Uses bicycle				
I. Plays outside				
J. Watches T.V./Movies				

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BILLINGS, MT 59
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III. LEISURE SKILLS (cont.)

Check the box that best describes how your child does the following.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
K. Listens to music				
L. Uses musical instrument				
M. List other activities not mentioned above				

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IV. DRESSING, UNDRESSING & ASSISTANCE DURING DRESSING (cont.)

Please check the skill levels that best describe how your child does the following. (For any activities that your child does not do at all, mark NO). Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
DRESSING: Fastens: zippers					
velcro					
Puts on: shirt					
pants					
socks					
shoes					
boots					
underpants					
pants					
pajamas					
coat					
bra					
ASSISTANCE DURING DRESSING: A. Sits while being dressed					
B. Stands while being dressed					

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IV. DRESSING, UNDRESSING & ASSISTANCE DURING DRESSING

Please check the skill levels that best describe how your child does the following. (For any activities that your child does not do at all, mark NO). Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
UNDRESSING: Takes off: shirt					
underpants					
pants					
shoes					
boots					
socks					
coat					
pajamas					
bra					
Unfastens: belt					
buttons					
zippers					
velcro					
DRESSING: Fastens: belt					
buttons					

IV. DRESSING, UNDRESSING & ASSISTANCE DURING DRESSING (cont.)

Please check the skill levels that best describe how your child does the following. (For any activities that your child does not do at all, mark NO). Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
ASSISTANCE DURING DRESSING: C. Extends arm while being dressed					
D. Bends arm when asked					
E. Extends leg while being dressed					
F. Bends leg when asked					

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V. BATHROOM ACTIVITIES & HYGIENE

Please check the skill level which most accurately describes how your child does the following. For any activities that your child does not do at all, mark NO. Please circle three (3) bathroom & hygiene skills you would like your child to learn within the next year. List any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
BATHROOM: A. Communicates a need to use bathroom					
B. Locates familiar bathroom					
C. Removes pants					
D. Sits on toilet					
E. Wipes self					
F. Pulls pants up					
G. Flushes toilet					
H. Washes hands					
I. Dries hands					
J. Other					

V. BATHROOM ACTIVITIES & HYGIENE (cont.)

Please check the skill level that most accurately describes how your child does the following. For any activities your child does not do at all, mark NO. Please circle three (3) bathroom & hygiene skills you would like your child to learn within the next year. List any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
HYGIENE: A. Washes face with wash rag					
B. Rinses face					
C. Washes body with soap					
D. Rinses body					
E. Dries body with towel					
F. Washes hair					
G. Dries hair					
H. Combs hair					
I. Puts toothpaste on toothbrush					
J. Brushes teeth					

V. BATHROOM ACTIVITIES & HYGIENE (cont.)

Please check the skill level that most accurately describes how your child does the following. For any activities your child does not do at all, mark NO. Please circle three (3) bathroom and hygiene skills your would like your child to learn within the next year. List any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
K. Rinses toothbrush					
L. Applies shaving cream					
M. Shaves self					
N. Rinses self					
O. Rinses razor					
P. Blows nose					
Q. Keeps nose clean					

VI. PERSONAL APPEARANCE

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Maintains good posture				
Uses good gait				
Selects clothes that fit properly without assistance				
Selects appropriate clothing for work, play and other activities				
Selects appropriate clothing for changes in weather conditions				
Cares for own clothing: irons, cleans, mends				
Puts clothes away neatly in drawers or hangs up				
USE OF MEDICATIONS & HEALTH CARE NEEDS				
Accepts medications without difficulty				

VI. PERSONAL APPEARANCE (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Gives self medications that have been prepared by others				
Prepares dosages and gives self own medications throughout the day				
Is capable of recognizing problems with medications which require assistance				
Understands function of medicalert devices such as bracelets, necklaces, etc. and can direct others to the information contained in these				
Recognizes symptoms of physical illness in self or others				
Cleans & dresses simple wounds with bandaids or like materials				
Understands when to ask for assistance				
If epileptic seizures are a common occurance, can communicate onset of symptoms				

VIII. SEXUAL MATURITY*

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Identifies self and parents using the words 'boy/girl' or 'man/woman'					
Identifies most body parts on self					
Identifies most body parts on persons of the opposite sex					
Identifies all body parts on self and persons of the opposite sex, including sex organs					
Uses correct names for body parts					
Understands which body parts are used for elimination					
Understands functions of individual sexual organs					
Correctly identifies activities such as hugging, kissing, intercourse					
Displays affection appropriately to family members					

* This should be interpreted for your child according to age and functional abilities

VIII. SEXUAL MATURITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Displays affection appropriately to friends and/or persons of the opposite sex					
Cares for needs during menstrual cycle					
Correctly identifies pregnant woman					

IX. SOCIAL MATURITY *

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Is afraid of strangers					
Is overly familiar with strangers					
Behaves appropriately with persons of the same sex					
Behaves appropriately with persons of the opposite sex					
Cares for personal property of others					
Behaves in violent or destructive ways at times					
Behaves unacceptably in social situations					
Follows instructions when requested to do so					

* These behaviors should be interpreted according to your child's age or functional abilities

IX. SOCIAL MATURITY (cont.)

For each of the following activities, check the column that best describes what your child does most often. Please note any behavior problems that frequently occur during the activities listed below.

	DOES NOT DO	DOES SOME OF THE TIME	DOES MOST OF THE TIME	ALWAYS DOES	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Uses appropriate interpersonal skills					
Gives information about self appropriate for age (name, age, address, telephone #, etc.) when asked					

MONTANA MODEL FOR EDUCATION OF THE SEVERELY HANDICAPPED
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BILLINGS, MT 59101-0298
406 657-2312
U.S.D.E. CONTRACT 300-83-0192

X. HOUSEHOLD SKILLS

Please check the skill level that best describes how your child does the following. Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
A. Opens/closes door					
B. Turns light on/off					
C. Turns on radio/TV					
D. Picks up clothes					
E. Puts toys away					
F. Hangs up clothes					
G. Makes bed					
H. Dusts furniture					
I. Vacuums floor					
J. Empties garbage					
K. Scours sink, tub and toilet					
L. Cleans windows and mirrors					

MONTANA MODEL FOR [illegible]
MONTANA CENTER FOR [illegible]
1500 NORTH 30[illegible]
BILLINGS, MT 59101 [illegible]
406-657-2312
U.S.D.E. CONTRACT #300-83 [illegible]

X. HOUSEHOLD SKILLS (cont.)

Please check the skill level that best describes how your child does the following. Please note any behavior problems that frequently occur during the below activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
M. Puts dirty clothes in bin					
N. Sorts laundry					
O. Puts clothes in washing machine					
P. Transfers wet clothes to dryer					
Q. Unloads dryer					
R. Folds clothes					
S. Puts clothes in drawers					
T. Waters plants					

MONTANA MODEL FOR EDUCATIONAL [illegible]
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1500 NORTH [illegible]
BILLINGS, [illegible]
406-657 [illegible]
U.S.D.E. CONTRACT [illegible]

XI. MEAL PREPARATION, EATING SKILLS & CLEANUP

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
MEAL PREPARATION: A. Gets own snack or drink when hungry					
B. Plans meals					
C. Grocery shops					
D. Prepares meal items that require no cooking					
E. Prepares meal items that require cooking					
F. Takes meal items to table					
G. Sets the table					
H. Serves him/herself					
I. Pours own drink					

XI. MEAL PREPARATION, EATING SKILLS & CLEANUP (cont.)

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
EATING SKILLS: A. Drinks from cup					
B. Eats finger food					
C. Uses utensils					
D. Uses napkin					
E. Chews with mouth closed					
F. Eats at same pace as other family members					
G. Keeps food on plate while eating					

XI. MEAL PREPARATION, EATING SKILLS & CLEANUP (cont.)

	DOES NOT DO	DOES INDEPENDENTLY	DOES WITH VERBAL DIRECTION	DOES WITH PHYSICAL ASSISTANCE	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
AFTER MEAL CLEANUP: A. Cleans off table					
B. Washes and/or dries dishes by hand					
C. Loads dishwasher					
D. Unloads dishwasher					
E. Puts dishes and silverware away					
F. Prepares leftover food items for storage					
G. Returns leftover items to refrigerator and/or cupboard					

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XII. MONEY HANDLING & BUDGETING

For each of the following activities, please check the column that describes what your child does most often. Please note any behavior problems that frequently occur during these activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
Uses some form of signature for legal purposes				
Uses money				
Uses own wallet or purse				
Makes correct change				
Adds coins of various denominations up to one dollar				
Uses banking facilities				
Saves money for particular purposes				
Controls own major expenditures				

XII. MONEY HANDLING & BUDGETING (cont.)

For each of the following activities, please check the column that describes what your child does most often. Please note any behavior problems that frequently occur during these activities.

	DOES NOT DO	DOES INDEPENDENTLY	DOES BUT NEEDS SUPERVISION	BEHAVIORAL INFORMATION RELATED TO THIS ACTIVITY
SHOPPING SKILLS				
Can be sent on simple purchasing errands				
Capable of selecting own clothing/food purchases				
Selects and pays for own purchases				

III CONCLUDING

STRUCTURED INTERVIEW FORM

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS INVENTORY. PLEASE SELECT FROM EACH INVENTORY AREA TWO (2) SKILLS THAT YOU WOULD LIKE YOUR CHILD TO LEARN IN THE NEXT YEAR. YOUR SUGGESTIONS WILL BE USED TO ASSIST WITH THE DEVELOPMENT OF YOUR CHILD'S INDIVIDUAL EDUCATION PLAN.

(1) COMMUNITY MOBILITY SKILLS:
A.
B.

(2) EATING IN PUBLIC PLACES:
A.
B.

(3) RECREATION SKILLS:
A.
B.

(4) LEISURE SKILLS:
A.
B.

(5) DRESSING SKILLS:
A.
B.

(6) BATHROOM & HYGIENE SKILLS:
A.
B.

(7) PERSONAL APPEARANCE SKILLS:
A.
B.

(8) USE OF MEDICATIONS & OTHER HEALTH CARE NEEDS:
A.
B.

(9) SEXUAL MATURITY NEEDS:
A.
B.

(10) SOCIAL MATURITY NEEDS:
A.
B.

(11) HOUSEHOLD SKILLS:
A.
B.

(12) MEAL PREPARATION & CLEANUP SKILLS:
A.
B.

(13) EATING SKILLS:
A.
B.

(14) MONEY BUDGETING & HANDLING SKILLS:
A.
B.

FROM THE LIST OF SKILLS YOU HAVE JUST SELECTED, CHOOSE FIVE SPECIFIC SKILLS THAT YOU FEEL ARE MOST IMPORTANT FOR YOUR CHILD TO LEARN IN THE NEXT YEAR.

1.
2.
3.
4.
5.